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ABSTRACT

The training program outlined in this guide focuses upon the development of students for gainful employment through a two-year course of study in clothing and textiles. Instructional topics are provided in six areas: clothing and textiles careers; alterationist; custom dressmaker; industrial sewing; getting, keeping, and using the paycheck; and fabrics for clothing. Each topic follows a typical format including the following sections: concept, performance objective, generalization, competencies, suggested learning activities, and criterion-referenced measure. Appended material includes a description of the cooperative education program, the vocational youth organization (HERO), community occupational advisory committees, and a bibliography. (LRA)

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VOCATIONAL
HOME ECONOMICS
CURRICULUM GUIDE FOR
OCCUPATIONAL CLOTHING AND TEXTILES

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In cooperation with
DEPARTMENT OF EDUCATION
COMMONWEALTH OF VIRGINIA
Vocational Education
Program Services
Home Economics Education Service
Richmond, Virginia

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CE 024 824

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FOREWORD

This curriculum guide was developed through a contract with the Virginia Department of Education, Division of Vocational Education, Program Services Home Economics Education Service. The guide has been designed to give assistance to the vocational home economics teacher in providing a training program to prepare high school students for entering employment in clothing and textiles occupations. Home economics occupational programs provide training in technical skills and abilities for delivery of home-related services needed by society.

The training program outlined in this guide focuses upon the development of students for gainful employment through a two-year course of study sequence of concepts, generalizations, performance objectives, suggested learning activities, and criterion-referenced measures. The "Performance Objectives" listed for each course outline topic specify student performance to be demonstrated upon completion of instruction. The "Competencies" listed for each course outline topic refer to skills, behaviors, attitudes, and knowledge that the graduate of the training program would be able to utilize on the job. The assumption is that students will be able to demonstrate the listed competencies in an actual job setting if they can achieve satisfactorily the instructional objectives on the basis of criterion-referenced evaluation.

Whenever possible, listed occupational competencies have been derived from Vocational-Technical Education Consortium of States (V-TECS) Catalog task analyses. Performance guides, checklists, evaluation forms applicable to the Occupational Clothing and Textiles Curriculum Guide may be found in the following V-TECS Catalogs: Alterationist, Custom Dressmaker, Industrial Sewing, and Textile Production.

INTRODUCTION

Education in occupational clothing and textiles offers many opportunities for employment for those who complete the programs. In order to take advantage of employment opportunities, students in these programs must have the best training available. This curriculum guide was designed to help improve the quality of instruction in Home Economics Occupational Clothing and Textiles classrooms throughout the Commonwealth. It relies heavily on the competency-based task analyses and subsequent publications, Alterationist, Custom Dressmaker, Industrial Sewing, and Textile Production, by the Vocational-Technical Education Consortium of States (V-TECS).

In a true sense of the word, a competency is an attitude, behavior, knowledge, or skill which a person possesses. Working involves interactions with people and more than the ability to perform. Therefore, the competencies listed in this guide reflect the broad definition of the term. Evaluation of the achievement of the competencies is most often based upon evaluation, analysis, and synthesis in real situations.

In addition, the learning activities suggested are meant to be neither definitive nor exhaustive. They are merely suggestions. No specific reading assignments are made. It is to the discretion of the instructor to identify appropriate reading assignments according to resources available, and needs and interests of the students in the program. However, a bibliography of references and resources is provided at the end of the guide.

The three most important factors to remember when planning learning activities for the various units within this curriculum are:

1. Plan activities which are sequenced for concept development.
2. Plan activities to which the students can relate their needs and interests.
3. Plan activities which involve the students, giving them responsibility for their own learning where possible.

Due to the variety of career options within the area of occupational clothing and textiles, students should be introduced to several careers, then encouraged to pursue one in depth for later employment. This part of the program can be individualized to the needs and interests of the students.

Finally, the establishment of a Cooperative Program and a HERO Chapter are highly recommended. Information pertaining to these two areas can be found in Appendices A and B. In addition, federally funded vocational programs are required by law to have an advisory committee. The procedure for establishing such a committee is outlined in Appendix C.

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CLOTHING AND TEXTILES CAREERS

Concept: Careers-Alterationist

Performance Objective: Given a list of competencies necessary for employees in various occupations within the clothing and textiles industry, choose those most appropriate for an alterationist. The response will be evaluated by the instructor.

Generalization: Alterationists perform functions which adjust mass produced garments to individual clients.

Competencies:

1. Define the term alterationist.
2. State qualifications for an alterationist.
3. List responsibilities of an alterationist.

Suggested Learning Activities:

1. Invite an alterationist to give a presentation in class on: qualifications for job, responsibilities of job, demand for services.
2. Conduct a survey among students and faculty to find out if they have ever used the services of an alterationist; or would consider using the services of an alterationist. What would be the most common types of alterations requested? Discuss survey in class.
3. Brainstorm and list services which an alterationist might perform for the elderly or handicapped.
4. Construct a bulletin board to advertise the services of an alterationist.

Criterion-Referenced Measure: Give each student a list of competencies for employees within various occupations of the clothing and textiles industry. Instruct the students to select those competencies most appropriate for an alterationist. Evaluate the students' responses according to those checked on a master list.

Concept: Careers-Auto/Furniture Upholstery

Performance Objective: Given the career of upholsterer list three job possibilities and state 10 competencies of a person in this career. The response will be evaluated according to the instructor's master list for this career.

Generalization: Decisions to buy, make, or remodel furniture, draperies, or floor covering depend upon one's interest and available human and material resources.

Competencies:

1. List duties and responsibilities of an upholsterer.
2. Identify competencies needed to be an upholsterer.
3. Discuss personal qualities and interests which might indicate a career in upholstering.
4. Evaluate need for upholsterers.

Suggested Learning Activities:

1. Visit local upnolsterers - furniture and auto. Ask them questions such as:
    1. What training did they have?
    2. What skills do they believe are important for upholsterers to possess?
    3. What equipment do they most use?
    4. Is there a need, from their perception, for more upholsterers in the local area?
    5. Do they accept apprentices?
    other.

    Discuss findings in class.
2. In small groups, analyze the skills developed in an occupational clothing and textiles class. Which skills are transferable to upholstering?
3. Prepare a bulletin board on the occupation of upholstering.
4. Brainstorm and list job possibilities for someone with skills in upholstering.

Criterion-Referenced Measure: Give each student a sheet of paper with the title "Upholsterer". Instruct the students to list three job possibilities and state 10 competencies of an upholsterer. Evaluate their responses according to the information on a master list for this occupation.

Concept: Careers-Commercial Laundry/Dry Cleaning

Performance Objective: Given the career of commercial laundry/ drycleaning identify five job possibilities and state the responsibilities of each.

Generalization: The type of care needed by a textile product will be determined by the nature of the textile, construction, and ornamentation.

Competencies:

1. Identify qualifications of employees in commerical laundry/ drycleaning.
2. List personal characteristics of employees in commerical laundry/drycleaning.
3. State jobs available in commercial laundry/drycleaning.
4. Describe responsibilities of various jobs in commercial laundry/drycleaning.

Suggested Learning Activities:

1. Visit one or more of the following in the community and find out what kind of jobs are available. Discuss in class.
   A. Personal laundry establishment
   B. Personal drycleaning establishment
   C. Specialty cleaning firms
      1. uniforms
      2. linens
      3. towels
      4. diapers
2. Research and define the following terms: dock loader, route driver, counter clerk, marker, machine washer, flatwork finisher, shirt finisher, spotter, inspector, mender, and assembler or bagger.
3. Discuss duties and responsibilities for employees in drycleaning/ laundry establishment by job description.
4. Make posters showing steps clothing goes through at a laundry; drycleaning establishment.

Criterion-Referenced Measure: Give each student a sheet with the title "Commercial Laundry/Drycleaning". Instruct the students to list five job possibilities within that career cluster. Evaluate their responses according to the instructor's master list.

Concept: Careers-Custom Dressmaker and/or Tailor

Performance Objective: Given the clothing and textiles occupation of custom dressmaker and/or tailor define the qualifications and responsibilities of an employee in this field.

Generalizations: The resources available for meeting clothing needs include available goods and services, purchasing power, personal information, ability, time, and energy.

Competencies:

1. State qualifications of custom dressmakers and/or tailors.
2. Define responsibilities of custom dressmakers and/or tailors.
3. Identify advantages and disadvantages of having clothing custom-made.

Suggested Learning Activities:

1. Interview a custom dressmaker and tailor. Find out why they chose this career, what qualifications and responsibilities they have and if they would recommend it for others. Report findings to class.
2. Research and discuss in class the possibility of having a small business in custom dressmaking and/or tailoring. Discuss questions such as the following:
    1. Is there a need in the community for such a service?
    2. How does one establish a business?
    3. What laws, and regulations would govern the business?
    4. What equipment and supplies would be needed?
3. Brainstorm and discuss the advantages and disadvantages of utilizing the services of a custom dressmaker and/or tailor. (Include the possibility for sewing for the elderly and handicapped.)
4. Using a checklist of competencies of a custom dressmaker and/or tailor, check those which you feel you possess and discuss your reasons.

Criterion-Referenced Measure: Instruct each student to complete a job-description for the career of custom dressmaker and/or tailor. Have them state the qualifications and responsibilities of an employee in this field. Evaluate their responses according to an instructor developed master list of occupations in clothing and textiles.

Concept: Careers-Design

Performance Objective: Given the career of clothes design list four related careers and four places where a person with the skills of a clothes designer might seek employment. This response will be evaluated according to the instructor's master list.

Generalizations.

1. Clothing as a form of artistic expression reflects the cognitive, moral, and social aspects of the era, culture, or society in which it is created.
2. Clothing may be a means through which the components of art are perceived, illustrated, and experienced.

Competencies:

1. State competencies needed by a clothes designer.
2. Identify jobs opportunities for a clothes designer.
3. List careers related to the skills of a clothes designer.

Suggested Learning Activities:

1. Compare pictures of clothing from the present years to clothing two years ago. What recent trends can be noted? Discuss.
2. Research and discuss skills of a clothes designer.
3. Brainstorm and list all possible places where a clothes designer could be hired.
4. Make a bulletin board of related careers into which a clothes designer could move.
5. Discuss personal interests that an individual might have that might indicate a future in clothes design.
6. Visit a well-known specialty shop and/or department store and a discount department store. Find two similarly designed garments. Discuss in class the reasons for the variation in price.

Criterion-Referenced Measure: Give each student a sheet with the career "Clothes Design" stated on the top. Instruct the student to list four related career possibilities and four places where someone with the skills of a clothes designer might seek employment. Evaluate the responses according to the instructor's master list.

Concept: Careers-Drapery/Slipcover Making

Performance Objective: Given the career of Drapery/Slipcover maker, state the qualifications for employment. The response will be evaluated according to the instructor's checklist.

Generalizations:

1. Aesthetic satisfaction in home furnishings requires consideration of personal values, interests, and concept of design.
2. Decisions to buy, make, or remodel furniture and draperies depend upon one's interest and available human and material resources.

Competencies:

1. Identify competencies needed to make draperies/slipcovers.
2. Discuss advantages/disadvantages of custom made draperies and slip covers.
3. Evaluate need for drapery/slipcover makers.
4. Identify job opportunities in drapery/slipcover making.

Suggested Learning Activities:

1. Listen to an interior designer give a class presentation on custom made draperies and slipcovers in relationship to personal expression within an interior.
2. Visit a large department or interior store. Find out who makes their customer-ordered draperies and slipcovers.
3. Interview a drapery/slipcover maker. How much demand is there for services? What skills are required? Discuss in class.
4. Discuss consumer advantages and disadvantages of custom made draperies and slipcovers.
5. Make a bulletin board of skills of a custom drapery/slipcover maker.
6. Brainstorm and list personal characteristics of a drapery/slipcover maker.

Criterion-Referenced Measure: Give each student a sheet labeled "Drapery/Slipcover Maker." Instruct the student to list five qualifications for employment. Evaluate the response according to criteria on an instructor developed master list.

Concept: Careers - Factory Production

Performance Objective: Given a list of careers in clothing production, state the responsibilities, educational requirements, and employee competencies of each. This will be evaluated according to the information on the instructor's checklist.

Generalization: Within the production activities of the apparel manufacturing process, a wide variety of occupations and skills are needed.

Competencies:

1. State titles of occupations available in a clothing factory.
2. Describe the responsibilities of employees in various occupations. Include: Marker makers, cutters, industrial sewing machine operators, hand finishers, inspectors or checkers, trimmers, cleaners, pressers, and distribution.
3. List major operations in making apparel.
4. Chart the production process for a garment.

Suggested Learning Activities:

1. Research jobs within a clothing factory.
2. Make a notebook of jobs by title and description.
3. Interview persons in various jobs within a clothing factory. Discuss qualifications and responsibilities. Report to class.
4. Construct a career ladder poster for the classroom which shows various jobs within a clothing factory.
5. Interview the personnel manager of a clothing factory. Ask questions such as:
   a. How does a person prepare for various jobs within the factory?
   b. What factory jobs are apprenticed?
   c. How does one become an apprentice?
   d. How much does each factory postion pay?
   e. What are the fringe benefits?
   f. What characteristics of employees are most important?

   Report findings to class.
6. Evaluate personal competencies and abilities through checklists to identify possible career goals.
7. Investigate and report on the function and purpose of the garment workers union.

Criterion-Referenced Measure: Give each student a list of careers in clothing production. Instruct the students to choose three careers which they have an interest in pursuing. Have them state the responsibilities of that position, the competencies required of employees, how they will become qualified and why they chose the positions. Evaluate the students according to their knowledge of the position and their personal characteristics related to the position.

Concept: Careers-Merchandising

Performance Objective: Given a list of careers related to merchandising in clothing and textiles define the responsibilities and qualifications for each. Answers will be compared to instructor's master list.

Generalization: Many job opportunities are available in clothing and textiles careers related to merchandising.

Competencies:

1. Identify careers related to merchandising in clothing and textiles.
2. State qualifications of jobs related to merchandising in clothing and textiles.
3. List responsibilities of employees in jobs related to merchandising in clothing and textiles.
4. Define the terms retail and wholesale.

Suggested Learning Activities:

1. Interview a "window dresser" for a department store. Ask questions such as the following:
    1. How was the job acquired?
    2. What qualifications are needed?
    3. What are the responsibilities?

   Discuss in class. Relate knowledge of clothing and textiles to needed competencies.
2. Set-up display of textiles and clothing in the classroom or a showcase. Evaluate for art principles etc.
3. Develop a career ladder poster for the classroom on merchandising occupations within clothing and textiles. Include the following plus others you can think of:
    1. Clerk-Fabric shop and/or department
    2. Clerk-Ready-to-wear
    3. Buyer for ready-to-wear shop and/or department
    4. Sales Executive for clothing company
4. Discuss the terms retail and wholesale and state the effect of each to the consumer (i.e. factory outlets).

Criterion-Referenced Measure: Give each student a list of careers related to merchandising in clothing and textiles. Instruct the students to define, on the given sheet, the responsibilities and qualifications for each occupation. Evaluate the student responses by comparing them for accuracy to the instructor's master list.

Concept: Careers-Textile Production

Performance Objective: Given a career in textile production, formulate a career ladder stating qualifications and responsibilities at each step. The response will be evaluated according to the criteria on the instructor's master sheet for this career.

Generalization: Many people with a variety of competencies are involved in the production of textiles.

Competencies:

1. Understand the process of textile production.
2. State jobs related to textile production.
3. Identify desirable personal characteristics of textile production employees.
4. Identify job opportunities in textile production.

Suggested Learning Activities:

1. Research and report on the process of textile production.
2. Construct a bulletin board of the process of textile production. Research and discuss each step.
3. Visit a textile plant and identify types of jobs available.
4. Interview a textile plant manager. Ask such questions as:
    1. What job(s) within the plant seems to have the most turnover and why?
    2. What opportunities are there for on-the-job training?
    3. How does a person "move-up" within the system?

    Discuss findings in class.
5. Brainstorm competencies required of people in various jobs related to textile production. Discuss the competencies developed in occupational clothing and textiles that are applicable to each.

Criterion-Referenced Measure: Give each student a paper labeled "Textile Production." Instruct the students to formulate a career ladder stating the qualifications and responsibilities at each step. Evaluate their responses according to the criteria on an instructor developed master for this occupation.

Supplemental Learning Activities:

1. Keep a notebook of job possibilities for someone with training in occupational clothing and textiles. Include the following:
   A. Job title
   B. Job description
   C. Salary range/fringe benefits
   D. Educational experience
   E. Qualifications
   F. Need
   G. Other
2. Research and report on the history and development of unions related to garment construction.
3. Conduct a survey to determine representation of unions/professional organizations related to clothing and textile occupations in the local area.

ALTERATIONIST

Concept: Equipment for Alterations

Performance Objective: Given a display of alteration equipment, state the name and common usage of each. The list will be provided by the instructor.

Generalizations: Choosing appropriate equipment facilitates alteration tasks.

Competencies:

1. Identify common alteration equipment.
2. Choose alteration equipment most suited for alteration being made.

Suggested Learning Activities:

1. Look through the laboratory or workroom. Make note of names of all equipment and supplies used for alterations.
2. Make a bulletin board of small equipment/supplies used for making alterations. State name and common usage of each piece on a 3"X5" card.
3. Make a notebook of common alterations by title and list equipment needed for each one.
4. Observe demonstrations of alterations equipment and use. Practice.

Criterion-Referenced Measure: Prepare a display of alterations equipment. Number each item. Give each student a form with two columns. Instruct the students to state the name of the piece of equipment next to the appropriate number in column one, and the common usage of the item in column two. Compare student responses to master list for accuracy.

Concept: Alteration Recognition

Performance Objective: Provided with a person wearing a poorly fitting garment the student will state and justify each alteration necessary to make the garment fit properly.

Generalizations:

1. The comfort and appearance of clothing is influenced by the construction and fit of the garment.
2. The physical condition of the human body influences the fit of a garment.
3. Clothing reflects an individual's self-concept.

Competencies:

1. Define terms related to alterations.
2. Identify common variations in body types which require garment alterations.
3. Understand why garments need to be altered to fit specific individuals.
4. Discuss the importance of garment fit to comfort, appearance and self-confidence.
5. Evaluate garments for alterations needed to fit a specific garment to a specific individual.

Suggested Learning Activities:

1. Brainstorm a definition for the term alteration.
2. Define the terms: alteration markings, dressmakers chalk, baste, ease, line, grain, set, balance.
3. Review charts and identify characteristic of the six female figure types: misses, junior, junior petite, young junior/teen, half-size, women's.
4. Review charts and identify characteristics of male figure types: tall, average, short, slim, stout.
5. Brainstorm to identify figure problems which require alterations of garments (sloping shoulders, low bust, short waist).
6. List alterations with which students are already familiar.
7. Visit a local alterationist and discuss "common" alterations.
8. In small groups discuss comfort, appearance, and self-confidence of two models: one in a well-fitting garment, one in an ill-fitting garment.
9. Evaluate, on checklists, ill-fitting garments and note needed alterations.
10. Construct a bulletin board of common alterations.

Criterion-Referenced Measure: Outfit two people (one male, one female) in poorly fitting garments. Give each student a checklist and have them identify needed alterations and state justifications for each alteration. The alterations and justifications stated should match the instructor's checklist.

Concept: Alteration Ticket

Performance Objective: Given the necessary equipment and supplies, prepare and record an alteration ticket. The evaluation of this activity will be made according to the criteria on the instructor's checklist.

Generalizations: Properly completed and recorded alteration tickets provide a record of charges, tasks and clients for the alterationist.

Competencies:

1. Identify alterations.
2. Know charges for specific alterations.
3. Write neatly.
4. Understands the importance of correct entries on alteration tickets and records.
5. Prepare an alteration ticket.
6. Record an alteration ticket.

Suggested Learning Activities:

1. Make a notebook of various alterations and their respective symbols on an alteration ticket.
2. Discuss the advantages and disadvantages of completing alterations tickets.
3. Develop a pricing sheet for alterations.
4. Collect from local tailors and alterationists the forms of alteration tickets which they use.
5. Compare and evaluate suitability of different types of alteration tickets.
6. Develop guidelines for completing and using alteration tickets.
7. Practice viewing garments on models and completing the alteration ticket.

Criterion-Referenced Measure: Give each student a model wearing a garment in need of an alteration. Instruct the student to evaluate the garment and complete an alteration ticket. Evaluate the student according to correctness in identifying the needed alteration, accuracy of the information on the alteration ticket, and neatness of the alteration ticket.

Concept: Alteration Markings

Performance Objective: Provided with a person wearing a poorly fitting garment the student will mark the garment for alteration with either thread, chalk or pins.

Generalizations: Alteration markings assist the alterationist in achieving a properly fitting garment.

Competencies:

1. Discuss needed alterations on a garment.
2. Identify three methods of alteration markings.
3. Identify equipment and supplies needed for marking.
4. Match fabrics with appropriate method of alteration marking.
5. Correctly mark alterations on garments using each of the three methods as appropriate.

Suggested Learning Activities:

1. Using a model in a poorly-fitting garment, list the alterations to be made.
2. Brainstorm parts of the garment where chalk, basting, and pin marking are most appropriate.
3. View a transparency of alteration symbols.
4. Play a game matching an alteration term with the correct symbols.
5. Make a bulletin board of alteration marks.
6. Visit a tailor's/alterationists and observe them marking garments. Discuss findings.
7. Test marking methods on various types of fabric to determine most appropriate methods.
8. Practice making each method of alteration marks.
9. Read and report on removing alteration marks.

Criterion-Referenced Measure: Provide each student with a garment form, or person, and a poorly-fitting garment. Have the students mark all alterations with either chalk, basting, or pins. Evaluate their performance according to appropriatness of method(s) used, appropriateness of alteration, and neatness and accuracy of marking.

Concept: Baste-fitting Garments

Performance Objective: Given a garment appropriately marked for a specific alteration, baste garment to fit the client.

Generalizations: Baste-fitting a garment provides a preview of final fit which is easily changed if inappropriate.

Competencies:

1. Transfer markings to inside of garment.
2. Identify equipment and supplies needed for baste-fitting.
3. Perform basting stitch.
4. Baste along alteration markings.
5. Evaluate fit of basted garment and adjust if necessary.

Suggested Learning Activities:

1. Brainstorm characteristics of basting stitch.
2. Make a chart of alterations most appropriate for baste-fitting.
3. Observe an alterationist baste-fitting a garment to a client. Discuss.
4. Make a list of equipment and supplies needed to baste-fit a garment.
5. On swatches of fabric practice the baste stitch.
6. Develop a checklist of criteria to evaluate a baste-fitted garment.
7. Baste-fit garments for various alterations.

Criterion-Referenced Activities: Give each student a garment and a client, model, or dress form and necessary equipment and supplies. Instruct the student to baste-fit the garment. Evaluate the student according to the fit and appearance of the baste-fitted garment and workmanship.

Concept: Garment Shape

Performance Objective: Given a garment and necessary equipment and supplies, mark and perform the necessary alteration to change the shape of a garment. The altered garment must be suitable to the client and the alteration will be evaluated according to the criteria on the instructor's checklist.

Generalizations: The adjustment of fabric to body contour may be accomplished through the manipulation of darts and seams and the incorporation of ease allowances.

Competencies:

1. Identify alterations which change the shape of a garment.
2. Identify necessary equipment and supplies.
3. Mark alterations to change garment shape.
4. Transfer alterations.
5. Reshape darts.
6. Change length of darts.
7. Add; remove darts.
8. Change width of darts.
9. Redirect darts.
10. Add; remove tucks.
11. Remove; restyle pleats.
12. Decrease; increase pleats.
13. Add; redistribute gathers.
14. Press altered area.

Suggested Learning Activities:

1. Discuss the concept of "garment shape".
2. Using garments or pictures of garments brainstorm the alterations which could be made that would alter the shape of the garment.
3. List factors which would indicate a need for changing garment shape.
4. View filmstrip, film, or slide presentation on designing with darts.
5. Practice marking and altering darts to achieve better fitting garments.
6. View garments with and without tucks and list shape variations that could be achieved through removal or addition of tucks.
7. Discuss advantages and disadvantages of changing garment shape through altering pleats and gathers.
8. Discuss the limitations of changing garment shape (i.e. permanent press fabric).
9. Make a bulletin board of alterations which would change the shape of a garment.

Criterion-Referenced Measure: Give each student a client wearing a garment whose shape must be altered, or a garment form with irregularity pads attached. Instruct the student to alter the garment by changing its shape. Evaluate the student's alteration according to suitability to client, garment style, fabric and criteria for the specific alteration performed.

Concept: Altering Bodices

Performance Objective: Given a bodice and neccesary equipment and supplies, mark and alter the bodice to fit the client. The bodice alteration must be suitable to the client and will be evaluated according to the criteria on the instructor's checklist.

Generalizations: The extent to which component parts of a garment are compatible determines the functional and aesthetic value of the garment.

Compentencies:

1. Identify alterations commonly made in a bodice.
2. Make alteration marks.
3. Transfer alteration markings.
4. Identify equipment and supplies needed to make bodice alterations.
5. Define the following terms: gussets, armscye.
6. Make two piece gussets.
7. Enlarge; decrease armscyes.
8. Raise; lower neckline.
9. Shorten; lengthen bodice.
10. Increase; decrease bust.
11. Narrow bodice shoulder lines.
12. Press altered area.

Suggested Learning Activities:

1. Visit an alterationist and discuss common alterations on bodices.
2. Make a chart of bodice alterations.
3. Prepare a notebook of bodice alterations. Include the alteration name and the procedure for performing the alteration.
4. Discuss the use of gussets in bodice alterations.
5. View models wearing dresses with bodices. Identify needed alterations and compare results with others in class.
6. Make a list of characteristics which would indicate the need to alter armscyes of a bodice.
7. On garments with and without zippers in the bodice, shorten and lengthen the bodice.
8. View a demonstration on increasing and decreasing the bodice bust measurement.
9. Prepare a bulletin board of neckline alterations.
10. Brainstorm techniques of narrowing a bodice shoulder line.
11. Practice altering bodices on women's and children's wear.

Criterion-Referenced Measure: Give each student a client wearing a garment with a bodice needing alteration and necessary equipment and supplies. Instruct the student to mark, transfer markings and alter the bodice to the satisfaction of the client and according to the criteria on the checklist for that specific alteration.

Concept: Altering Coats and Linings

Performance Objective: Given a coat and necessary equipment and supplies, mark and alter the coat to the needs of the client. The coat must fit the client and show no outside signs of alteration.

Generalizations: The appearance and durability of a garment depends upon the accuracy and detail of workmanship in the construction.

Competencies:

1. Identify equipment and supplies for altering coats and linings.
2. Make alteration markings.
3. Transfer markings.
4. Increase; decrease width of coat back.
5. Shorten coat vent.
6. Lengthen; shorten coat.
7. Replace coat lining.
8. Narrow coat lapels.
9. Press altered areas.

Suggested Learning Activities:

1. Brainstorm and list on chalkboard equipment and supplies needed to alter coats and linings.
2. Study instruction sheets on relining coats and jackets.
3. Examine linings in coats and jackets and note how they are constructed.
4. Identify, through discussion, common alterations on coats, linings, and jackets.
5. Match pictures of modeled coats and jackets with the appropriate alteration.
6. Practice making alteration marks on coats, jackets, and linings.
7. Using lining from coats and jackets determine the amount of yardage necessary to replace them.
8. Approach a nursing home and volunteer to alter the coats and jackets of the men and women living there.

Criterion-Referenced Measure: Assign each student a client wearing a coat or jacket in need of an alteration. Supply the student with the necessary equipment and supplies. Have the student mark and perform the alteration. Evaluate the student according to the suitablility and acceptability of the alteration to the client, and workmanship on the garment according to a checklist for that specific alteration.

Concept: Altering Collars

Performance Objective: Given a garment with a collar and necessary equipment and supplies, mark and perform the appropriate alteration. The alteration must be suitable to the client and will be evaluated according to the instructor's checklist.

Generalizations: The elements of art and attire may be organized in such a way that the effect of individual elements is intensified, tempered or obscured.

Competencies:

1. Recognize types of collars found on garments.
2. Identify alterations commonly made on collars.
3. Identify equipment and supplies needed to make collar alterations.
4. Make alteration marks for collar alterations.
5. Transfer alteration marks for collar alterations.
6. Shorten collar on tailored coat.
7. Remove collar from garment.
8. Lower; raise collars of tailored coats or jackets.
9. Add collar to garment.
10. Understitch collars.
11. Press altered area.

Suggested Learning Activities:

1. Collect or draw examples of the types of collars found on garments and make a flip chart or bulletin board.
2. Using a number of garments with a variety of types of collars, identify alterations which may be made with each.
3. Listen to a tailor/alterationist discuss common collar alterations.
4. Brainstorm for equipment and supplies needed to make collar alterations.
5. Make a display of equipment and supplies for collar alterations.
6. View transparencies of collar alterations marks.
7. Practice making alteration marks on collars.
8. Transfer collar alteration marke to garment.
9. Make checklists to evaluate various collar alterations.
10. Given a tailored coat, shorten the collar using the correct procedures and fit garment to the client.
11. Remove undesired collar from garment.
12. Lower the collars of a tailored coat/jacket.
13. Raise the collar of a tailored coat/jacket.
14. Given a garment, supplies and equipment, design and apply a collar to the garment.
15. Using the garment to which a new collar has been applied, understitch according to correct procedure.
16. Demonstrate the correct pressing procedure for collar alterations.

Criterion-Referenced Measure: Provide each student with a garment having a collar and necessary equipment and supplies. Have the student choose and perform the appropriate alteration. Evaluate the alteration according to suitability to the client and workmanship of student as related to criteria on a checklist for that alteration.

Concept: Altering Hemlines

Performance Objective: Provided a garment with a hem and appropriate equipment and supplies, mark and perform the necessary hemline alterations. The hemline should be suitable to the client and should show no outside signs of alteration.

Generalizations: The hemline of a garment may influence the drape of the garment. The hemline of a garment can influence the total appearance of a garment.

Competencies:

1. Perform various hem stitches.
2. List alterations commonly performed on hemlines.
3. Identify equipment used to perform hem alterations.
4. Mark hemlines for alteration.
5. State difference between ironing and pressing.
6. Level a hemline.
7. Even the width of a hem.
8. Interface a hem.
9. Miter hem corners.
10. Shrink fullness from hems.
11. Press altered area.

Suggested Learning Activities:

1. View a demonstration of hemming stitches.
2. Discuss advantages and disadvantages of various hem stitches.
3. Using swatches of suitable material, perform each of the various hemline stitches.
4. Brainstorm and list on blackboard common alterations performed on hemlines.
5. Discuss the relationship of fabric and style to hem alterations.
6. Collect pictures or draw equipment used to perform hem alterations.
7. Discuss fashion, fad, figure-type, and hem length.
8. Using a model, mark a skirt hemline for alteration.
9. View a demonstration of pressing and ironing. State when each may be used in hem alterations.
10. Using a tapered or circular skirt and suitable equipment, level the hemline.
11. Mark and even the width of a hemline.
12. Using appropriate interfacing materials, interface a hem on a garment or hem sample.
13. Using a swatch of material, show how to miter a hem corner.
14. Discuss the removal of hem fullness from hems. Practice removing hem fullness from hem samples of various fabrics.
15. Demonstrate correct pressing techniques for hemline alterations.

Criterion-Referenced Measure: Give each student a client wearing a garment with a hem. Have the student identify and perform the correct alteration. The alteration should be acceptable to the client, utilize the correct technique, and be invisible from the right side of the garment.

Concept: Altering Pants

Performance Objective: Given a pair of pants with a fly front and necessary equipment and supplies, make and alter the pants to the needs of the client. The pants must fit the client and show no outward sign of alteration.

Generalizations:

1. The adjustment of fabric to body contour may be accomplished through the manipulation of seams.
2. The position of fabric grain in a garment influences fall and pliability of a fabric on the figure. Fabric grain can be distorted by stitching, pressing and handling during the construction process.

Competencies:

1. Identify equipment and supplies needed for altering pants.
2. Identify needed alteration on pants.
3. Make alteration marks.
4. Transfer alteration marks.
5. Decrease; increase crotch (lengthen rise).
6. Decrease; increase waist.
7. Define the term grain.
8. Add; remove flare from pants leg.
9. Shorten; lengthen rise.
10. Reposition creases in pants leg.
11. Remove; widen; narrow pants cuff.
12. Press altered area.

Suggested Learning Activities:

1. Participate in a lecture-discussion on fitting problems which occur with pants. Discuss limitations of alterations.
2. Evaluate improperly fitted pants - determine the problems and specify procedures for correcting the problem.
3. Brainstorm and list steps for making pants alterations.
4. View a demonstration on marking pants for alterations.
5. Practice marking various pants alterations.
6. Discuss the importance of grain when making pants alterations.
7. Develop a checklist for each possible pants alteration.
8. Visit a men's wear department and check variations in pants sizes.
9. Make a chart of equipment and supplies needed for altering pants.
10. Perform alterations on pants.
11. View a demonstration on properly pressing pants alterations.

Criterion-Referenced Measure: Give each student a client wearing an improperly fitting pair of pants and necessary equipment and supplies. Have the student identify the necessary alteration, mark and transfer markings and perform the alteration to the satisfaction of the client and according to the criteria on the checklist for that alteration.

Concept: Altering Shoulders

Performance Objective: Given a client's garment and the necessary equipment and supplies, identify and perform the various alteration appropriate to achieve proper fit.

Generalizations: There are various methods which can be used to alter shoulder fit.

Competencies:

1. Identify necessary shoulder alterations on a garment.
2. Mark shoulder alterations.
3. Transfer shoulder alteration markings.
4. Identify equipment and supplies needed for shoulder alterations.
5. Shorten shoulder seam.
6. Attach; fit; remove shoulder pads.
7. Shorten shoulder straps.
8. Press altered area.

Suggested Learning Activities:

1. Using Pictures or actual garments on clients, identify possible shoulder alterations.
2. Discuss clues to needed shoulder alterations.
3. Make a display of equipment needed to make shoulder alterations.
4. Demonstrate the use of shoulder and neck pads as a means of altering shoulder areas.
5. View filmstrip, slides, or transparencies on marking shoulder alterations.
6. Mark and transfer alterations for shoulder areas of garments.
7. Practice shoulder alterations on men's, women's, and children's garments.

Criterion-Referenced Measure: Give each student a client whose garment is in need of a shoulder alteration. Have the student identify and perform necessary alteration. Evaluate the student on alteration acceptability and suitability to the client, and workmanship in performing the alteration.

Concept: Altering Skirts

Performance Objective: Given a skirt and necessary equipment and supplies, mark and perform the necessary alteration. The skirt must show no outward sign of alteration and will be evaluated according to the criteria on the instructor's checklist.

Generalizations: The adjustment of fabric to body contour may be accomplished through the manipulation of darts and seams and the incorporation of ease allowances.

Competencies:

1. Identify alterations commonly made on a skirt.
2. Identify equipment and supplies needed to make skirt alterations.
3. Make alteration marks.
4. Transfer alteration marks.
5. Lengthen; shorten skirts.
6. Increase; decrease hip size of skirts.
7. Increase; decrease waistline of skirts.
8. Decrease waistline of dress skirts.
9. Taper skirts.
10. Raise; lower waistband on skirts.
11. Press altered area.

Suggested Learning Activities:

1. View a bulletin board of people wearing skirts and identify common alterations.
2. Discuss factors which influence ready-to-wear skirt alterations.
3. View pictures of various styles of skirts and discuss how style influences alterations.
4. Make a chart listing characteristics of garments on which specific alterations can be made and characteristics of garments on which the alteration can not be made.
5. From a collection of equipment and supplies choose those appropriate for skirt alterations.
6. Brainstorm alterations which can be performed on a skirt.
7. Make a bulletin board of skirt alterations.
8. Practice identifying, marking, and performing various alterations on skirts of different styles and fabrics. These may be obtained from friends, family, children's homes, nursing homes, one's own wardrobe, or used clothing sales and recycled.

Criterion-Referenced Measure: Give each student a skirt, and necessary equipment and supplies. Assign a specific alteration and have the student perform the alteration. Evaluate the alteration according to the criteria on a checklist for that alteration.

Concept: Altering Sleeves

Performance Objective: Given a garment with sleeves and necessary equipment and supplies, mark and perform the necessary alteration on the sleeves. The altered sleeves must fit the client and show no sign of alteration on the outside.

Generalizations: Sleeve alterations may be made to change the sleeve size or appearance.

Competencies:

1. Recognize types of sleeves found on garments.
2. Identify alterations commonly made on sleeves.
3. Identify equipment and supplies needed to make sleeve alterations.
4. Make alteration marks.
5. Transfer alteration marks.
6. Decrease; increase width of sleeves.
7. Lenghten coat sleeves.
8. Lengthen lining of vented sleeves.
9. Shorten sleeves of jackets or coats.
10. Widen; narrow jacket or coat sleeve linings.
11. Add; remove cuffs of jackets or coats.
12. Narrow; lengthen; shorten cuffs of blouses or shirts.
13. Shorten knitted wristlets on coat or jacket.
14. Press altered area.

Suggested Learning Activities:

1. Collect pictures, drawings or examples of types of sleeves found on garments and make a flip chart or display.
2. Orally identify alterations commonly made on sleeves.
3. Brainstorm a list of equipment and supplies necessary for sleeve alterations.
4. Make a chart of common sleeve alterations.
5. View demonstrations of common sleeve alterations.
6. Make checklists of steps for performing sleeve alterations.
7. Using a model, mark necessary alterations for changing sleeve fit.
8. Transfer sleeve alteration markings to inside of garment.
9. Practice various sleeve alterations.
10. On a garment with unlined sleeves, decrease or increase sleeve width.
11. On a lined coat, lengthen sleeves.
12. On a lined jacket with vented sleeves, lengthen sleeve lining to provide ease in garment.
13. On a coat or jacket, shorten sleeves.
14. On a lined jacket or coat, widen or narrow sleeve linings.
15. Remove cuffs or design and add cuffs to sleeve of garment as desired.
16. Make a set of cardboard cuff measuring guides. Use appropriate guide to narrow, lengthen or shorten cuff of blouse or shirt.
17. On a jacket with knitted wristlets, shorten the wristlet to fit the client's needs.
18. View a demonstration of correct pressing procedures for sleeve alterations.

Criterion-Referenced Measure: Give each student a client wearing a garment with sleeves and necessary equipment and supplies. Have the student mark and perform the necessary alteration. The alteration should be appropriate to the garment, acceptable to the client and be performed according to the criteria on the checklist for that specific alteration.

Concept: Waistbands, Belts and Belt loops

Performance Objective: Given a garment and necnesary equipment and supplies, mark and alter the waist area of the garment. The garment should be suitable to the client and the alteration will be evaluated according to the instructor's checklist.

Generalizations: The extent to which component parts of a garment are compatible determines the functional and aesthetic value of the garment.

Competencies:

1. Identify common alterations to waistbands, belts and belt loops.
2. Identify necessary equipment and supplies.
3. Mark alterations for waistbands, belts and belt loops.
4. Increase; decrease width of waistband.
5. Add; remove elastic in waistband.
6. Add belt eyelet.
7. Lengthen; shorten belt.
8. Add; remove; lengthen; shorten belt loops.
9. Press altered areas.

Suggested Learning Activities:

1. Construct a poster showing various waistline construction techniques on men's, women's, and children's wear.
2. Brainstorm alterations which could be made on waistbands, belts, and belt loops.
3. Practice marking alterations for waistbands, belts, and belt loops.
4. Develop checklist for alterations to waistbands, belts, and belt loops. State steps involved in alteration technique and standards of acceptability for the alteration.
5. Have an alterationist critique the checklists (activity #4) and revise them if necessary.
6. Perform various alterations to waistbands, belts, and belt loops on garments.

Criterion-Referenced Measure: Give each student a garment with a waistband, belt, and belt loops, and an alteration ticket which lists alteration to be made. Instruct the students to alter the garment according to the alteration ticket. Evaluate the alteration according to the criteria on the checklist for that specific alteration.

Concept: Closures and Fasteners

Performance Objective: Given a garment and necessary equipment and supplies, make the appropriate alteration for the closure or fastener. The altered garment should be suitable to the client and the alteration will be evaluated according to the instructor's checklist.

Generalizations: Garment closures and fasteners serve a functional and decorative purpose.

Competencies:

1. Identify types of closures and fasteners found on garments.
2. Identify necessary equipment and supplies.
3. Mark alterations to closures and fasteners.
4. Remove; sew on buttons.
5. Insert zippers.
6. Add; remove snap.
7. Add thread loop.
8. Add; remove hook and eye.
9. Shorten; lengthen zipper placket.
10. Lengthen fly.
11. Add lingerie keeper or guard.
12. Utilize appropriate materials and techniques.
13. Press altered areas.

Suggested Learning Activities:

1. Brainstorm and list types of closures and fasteners found on garments.
2. Collect pictures of various types of closures and fasteners found on garments and construct a bulletin board.
3. Display equipment and supplies needed for altering closures and fasteners. Identify name and use of each on a 3" x 5" card.
4. Make a chart of alterations marks for closures and fasteners.
5. Collect buttons of various styles and identify appropriate method for attaching button to garment.
6. Practice stitches for attaching snaps; hooks and eyes; and thread loops.
7. Make samples of various zipper installation techniques.
8. Construct a lingerie keeper or guard,
9. Practice alterations to closures and fasteners.

Criterion-Referenced Measure: Give each student a garment and necessary equipment and supplies. Instruct the student to alter the closure or fasteners so that the garment is functional, and different from the original, but shows no sign of the alteration process.

Supplemental Activities for Alterations

1. Clothing for repair/alteration may be obtained from community service agencies, churches, and other sources to be returned for distribution.
2. Clothing and clients for alterations may be identified from class members, school personnel, retirement/nursing homes, residential children's homes, rehabilitation centers, and other sources.
3. Practice in customer-alterationist relations could be reinforced with classroom role-play.
4. Accurate measuring is crucial to satisfactory alterations. Students should practice this skill on men, women, and children.
5. A student-developed personal notebook of alteration marks, equipment lists, alterations techniques and samples would be helpful for future reference.
6. Give groups of students an altering problem. Have students state the appropriate alterations and describe the procedure.
7. Display all alterations samples when possible using bulletin boards, manikins, body forms, display cases, flip charts, etc.
8. Take slides of "before" and "after" alterations to use in introducing new students to the class and advertising the program.
9. Utilize field trips and guest speakers in the classroom to get community involvement and support, and to introduce students to career opportunities.
10. Design the classroom environment as an example of efficient and effective utilization of work centers and storage space. Stress the importance of these concepts to the students.

Concept: Miscellaneous Alterations

Performance Objective: Given a garment and necessary equipment and supplies, mark and perform the necessary miscellaneous alteration. The alteration must be satisfactory to the client. The garment should show no sign of alteration and will be evaluated according to the criteria on the instructor's checklist.

Generalizations: The extent to which component parts of a garment are compatible determines the functional and aesthetic value of a garment.

Competencies:

1. Identify alterations.
2. Mark alterations.
3. Transfer alteration marks.
4. Identify necessary equipment and supplies.
5. Add; remove pockets.
6. Decrease size of pockets.
7. Add facing.
8. Add trim.
9. Press altered area.

Suggested Learning Activities:

1. Consult with a local alterationist to determine how often alterations are performed on pockets, facings, and trim. Discuss findings in class.
2. Make a bulletin board of types of pockets and common locations on garments.
3. Construct an album of pocket alterations stating steps and procedures for adding, removing, and decreasing in size various styles of pockets.
4. In small groups, view garments and brainstorm where facing might be added to improve fit and appearance of garment.
5. Discuss suitability of various trims to specific fabrics.
6. Practice adding trims, facings, and altering pockets on various styles of men's, women's, and children's wear.

Criterion-Referenced Measure: Give each student a garment, alteration ticket, and access to appropriate materials and supplies. Instruct the students to perform the alteration stated on the alteration ticket. Evaluate the student according to the appropriateness of the alteration, its aesthetic or functional suitability, and the construction techniques used.

Concept: Fasteners

Performance Objective: Given a garment and necessary equipment and supplies, choose and attach the appropriate fastener(s) according to the criteria on the instructor's checklist.

Generalizations: Garment fasteners are both functional and decorative.

Competencies:

1. Identify types of fasteners commonly found on garments.
2. Discuss methods of applying fasteners.
3. Discuss the role of fabric and fashion in fastener selection.
4. Apply the following fasteners:
    - A. Sew-through buttons.
    - B. Shank buttons.
    - C. Eyelets.
    - D. Gripper snaps.
    - E. Snaps.
    - F. Hooks and eyes.
    - G. Tape fasteners.
    - H. Exposed zipper.
    - I. Fly front zipper.
    - J. Invisible zipper.
    - K. Neckline/skirt zipper (lapped and centered application).
    - L. Separating zipper.
5. Construct the following:
    - A. Belt.
    - B. Button loops.
    - C. Hand/machine worked buttonholes.
    - D. Bound buttonholes.
    - E. Thread loops.
    - F. Covered buttons.

Suggested Learning Activities:

1. Collect pictures of men's, women's, and children's wear. Identify garment fasteners. Divide fasteners into two groups: Functional; and decorative. Discuss.
2. Prepare a bulletin board of garment fasteners.
3. Visit a notions department. Identify types of garment fasteners available. Complete of checklist on availability.
4. Make charts of step-by-step application of garment fasteners.
5. Bring garment fasteners into class. Discuss their application and appropriateness to fabric and fashion.
6. Practice applying various types of garment fasteners.

Criterion-Referenced Measure: Give each student a garment and necessary equipment and supplies. Instruct the students to choose, or construct, and apply the appropriate fasteners according to fabric, style of garment, and whether the fasteners are functional or decorative.

Concept: Trims and Finishes

Performance Objective: Given a garment and access to necessary equipment and supplies, choose, or construct, and apply the most appropriate trim or finish for the garment, fabric, and client. The application of the trim or finish will be evaluated according to the criteria on the instructor's checklist.

Generalization: Clothing may be a means through which the components of art are perceived, illustrated, and experienced.

Competencies:

1. Understand art principles as they relate to garment trims and finishes.
2. Choose appropriate trims and finishes for garment design, function, and fabric.
3. Construct and apply the following trims and finishes:
   - A. Applique.
   - B. Braid/lace.
   - C. Cording/piping.
   - D. Decorative machine stitches.
   - E. Hand embroidery.
   - F. Lettuce (rippled) edging.
   - G. Sequins.
   - H. Beading.
   - I. Topstitching.
   - J. Binding trim.

Suggested Learning Activities:

1. Research and discuss the principles of art (balance, proportion, rhythm, and emphasis) as they relate to garment trims and finishes.
2. Construct a bulletin board of garment trims and finishes.
3. Brainstorm factors which would influence the choice of garment trims and finishes. Make a checklist.
4. Discuss how individual elements of a garment may be intensified, tempered, or obscured through the use of trim and finishes. Show examples.
5. In small groups, using garments of various designs, function, and fabrics, test different trims and finishes. Evaluate appropriateness according to checklist developed in activity 3.
6. Practice constructing and applying various trims and finishes.

Criterion-Referenced Measure: Give each student a garment and access to necessary equipment and supplies. Instruct the students to choose, or construct, and apply the most appropriate trim or finish for the garment, fabric, and client. Evaluate this activity according to a checklist which includes application of trim/finish, and appropriateness criteria.

Concept: Clothing Repair

Performance Objective: Given a garment in need of repair and necessary equipment and supplies, repair the garment. The repair should not be noticeable and will be evaluated according to the criteria on the instructor's checklist.

Generalizations: Clothing repairs give new life to garments.

Competencies:

1. Identify common clothing repair techniques.
2. State factors which influence the decision to repair garments.
3. Identify necessary equipment and supplies.
4. Replace broken stitches.
5. Repair frayed buttonholes.
6. Reinforce seam.
7. Repair frayed seam allowance.
8. Repair zipper.
9. Repair frayed shoulder pad.
10. Repair worn trim.
11. Turn cuffs.
12. Recover buckle.
13. Press altered area.

Suggested Learning Activities:

1. Brainstorm and list common clothing repairs.
2. Visit a local laundry or dry cleaning establishment and ask them what kinds of clothing repairs they confront most often. Report findings to class.
3. Develop a list of factors which could help one to decide whether to repair or discard garments.
4. Make a flip chart to be kept in the classroom of common clothing repairs.
5. Practice machine and hand repairs of garments. Garments may be obtained from nursing homes, thrift shops, or Goodwill.

Criterion-Referenced Measure: Give each student a garment, alteration ticket and necessary equipment and supplies. Instruct the students to repair the garments according to the alteration ticket. The repair should be appropriate to the garment and fabric, make the garment serviceable, and not noticeable on the right side of the garment.

Concept: Supervisory Functions

Performance Objective: Given employees and necessary information, perform the supervisory function assigned by the teacher. This activity will be evaluated according to the criteria on the instructor's checklist.

Generalizations: Responsibility for a smooth-running alterations operation rests with the supervisor.

Competencies:

1. Aware of the importance of positive employer-employee relations.
2. Recognize job competencies of specific employees.
3. Understands time management.
4. Alleviates apprehensions of new employees.
5. Briefs new employees on procedures.
6. Assigns work schedule.
7. Knows the procedure for obtaining equipment and supplies.
8. Can complete a requisition form.

Suggested Learning Activities:

1. In small groups discuss case studies on employer-employee relations.
2. Brainstorm and list the components of positive employer-employee relations.
3. Develop checklists of personal characteristics of employers and employees that would contribute to positive relations between the two. Discuss and revise checklists.
4. Research and identify jobs within an alterations establishment. Make a card file of job title and the competencies (attitudes, knowledge, skills, and behaviors) needed for each.
5. Develop an evaluation form for interviewing a prospective employee.
6. Practice completing application forms for employment in alterations.
7. Invite an employer of an alterations establishment to come to class and present his/her views on desirable employee characteristics. Discuss.
8. Role-play interviews.
9. Collect and analyze the components of a work schedule.
10. Discuss factors which influence the assignment of work to specific individuals.
11. Inventory the supplies and equipment in the classroom.
12. Discuss advantages of knowing what is "on hand".
13. Make a chart of steps for obtaining equipment and supplies.
14. Define the term vendor and requisition.
15. Practice completing requisition forms.

Criterion-Referenced Measure: Assign each student a supervisory function and necessary equipment and supplies. Instruct each student to perform the activity and evaluate according to a checklist for that activity. Rotate the assignments so that each student is, at some time, responsible for each function.

CUSTOM DRESSMAKER

Concept: Equipment

Performance Objective: Given a list of equipment and supplies used by custom dressmakers/tailors identify the purpose and use of each item. Answers will be evaluated by the instructor.

Generalizations: Knowing when and how to use equipment and supplies saves time and energy in the completion of tasks.

Competencies:

1. Identify equipment and supplies.
2. Identify safety procedures for using equipment and supplies.
3. Demonstrate use of equipment and supplies.

Suggested Learning Activities:

1. Collect and display all equipment and supplies for custom dressmaking/tailoring. Construct a notebook of equipment and supplies by title of use of each item.
2. Brainstorm and list safety procedures to follow when using custom dressmaking/tailoring equipment and supplies. Make charts to display in classroom.
3. Practice in pairs, proper use of custom dressmaking/tailoring equipment and supplies. As one student practices have the other observe and note usage and safety procedures followed.

Criterion-Referenced Measure: Give each student a list of equipment and supplies used by custom dressmakers/tailors. Instruct the students to identify the purpose and use of each item, and state safety precautions, if any, which should be followed when using the item.

Concept: Sewing Machine Maintenance

Performance Objective: Given a sewing machine in need of repair/adjustment and necessary equipment and supplies, repair/adjust the sewing machine according to the criteria on the instructor's checklist.

Generalization: A sewing machine which operates correctly saves time and contributes to the appearance of the garment.

Competencies:

1. Identify equipment and supplies needed to make minor repairs/adjustments to home and power sewing machines.
2. Follow owner's manual for making repair/adjustments on home and power sewing machines.
3. Perform the following repairs/adjustments on home and power sewing machines:
    A. Adjust feed dog.
    B. Adjust lower thread tension.
    C. Adjust motor belt tension.
    D. Adjust presser foot pressure.
    E. Adjust upper thread tension.
    F. Clean and oil machine.
    G. Replace bobbin winder.
    H. Replace bobbin winder tire.
    I. Replace electrical plug.
    J. Replace feed dog.
    K. Replace hook race.
    L. Replace motor belt.
    M. Replace needle.
    N. Replace tension spring.
    O. Balance thread tension.
    P. Replace knife.
    Q. Adjust pick-up (bite).
    R. Adjust stitch length.
    S. Balance thread tension.
4. Follow safety procedures when repairing/adjusting home and power sewing machines.

Suggested Learning Activities:

1. In small groups, using operator's manuals, identify equipment and supplies needed to make minor repairs/adjustments on domestic and power sewing machines. Construct a display of items for each type of machine. Discuss use.

2. Using operator's manual develop charts on "steps" to performing maintenance and making adjustments on domestic and power sewing machines.
3. View demonstrations on repairs/adjustments on home and power sewing machines. List safety procedures which should be followed when making repairs/adjustments on machine. Practice each repair/adjustment.

Criterion-Referenced Measure: Assign each student a sewing machine in need of repair/adjustment and give them the necessary equipment and supplies for performing repairs/adjustments. Instruct the student to make the necessary repair/adjustment and evaluate the students' performance according to the criteria for each repair or adjustment which they are assigned. Rotate students so that they perform all tasks related to repair/adjustment of the machines.

Concept: Determining Alterations

Performance Objective: Given a pattern, necessary equipment, a completed measurement chart, and an alteration chart, determine needed pattern alterations. Alterations must not detract from appearance, comfort, design or fabric and will be evaluated according to the criteria on the instructor's checklist.

Generalization: The engineering in the basic construction of a garment affects its appearance, comfort, and performance.

Competencies:

1. State alterations which can be made to a pattern.
2. Analyze a client's figure type.
3. Measure and record client's measurements.
4. Complete alterations chart.
5. Determine alterations needed in flat pattern.

Suggested Learning Activities:

1. Brainstorm and list alterations which can be made to flat patterns for men's, women's, and children's wear.
2. Invite a custom dressmaker and tailor to class to discuss common alterations in women's and men's wear patterns.
3. Practice measuring classmates and recording the measurements on a chart.
4. View figure analysis charts and determine figure type. Select patterns accordingly for men, women, and children.
5. Compare actual body measurements of men, women, and children to flat pattern measurements as determined by pattern envelope and actual pattern measurements. List alterations and amount of each alteration needed on an alteration chart.
6. Mark pattern alterations as determined by comparison of measurements on alterations chart.

Criterion-Referenced Measure: Give each student a pattern, necessary equipment, a completed measurement chart, and an alteration chart. Instruct the students to determine needed pattern alteration. Evaluate the suggested alterations according to the "measurement match" of body measurements and altered pattern.

Concept: Pattern Alterations

Performance Objective: Given a pattern, measurements, and necessary equipment and supplies, make the necessary alteration(s) in the pattern. The alteration(s) will be evaluated according to the criteria on the instructor's checklist.

Generalizations: The extent to which component parts of a garment are compatible determines the functional and asthetic value of the garment.

Competencies:

1. Identify alterations which can be made in a flat pattern.
2. State why flat patterns need to be altered.
3. Identify equipment and supplies needed to make flat pattern alterations.
4. Perform the following flat pattern alterations:
    - A. Add/remove fullness to/from sleeve cap.
    - B. Adjust pattern for broad/narrow shoulders.
    - C. Adjust pattern for high hip.
    - D. Adjust pattern for hollow (concave) or protruding (convex) chest.
    - E. Adjust pattern for midriff bulge.
    - F. Adjust pattern for round/erect shoulders.
    - G. Adjust pattern for sway back.
    - H. Adjust pattern for broad/narrow back.
    - I. Enlarge/decrease pants pattern at thigh.
    - J. Enlarge/decrease pattern at abdomen/buttocks.
    - K. Increase/decrease pattern bust.
    - L. Increase/decrease pattern crotch depth.
    - M. Increase/decrease pattern crotch length.
    - N. Increase/decrease pattern hip.
    - O. Increase/decrease pattern sleeve width.
    - P. Increase/decrease pattern waist.
    - Q. Lengthen/shorten pattern dart.
    - S. Raise/lower pattern bustline.
    - T. Raise/lower pattern neckline.
    - U. Raise/lower pattern shoulder seams (square shoulder, sloped shoulder).
    - V. Raise/lower underarm curve.

Suggested Learning Activities:

1. Discuss the difference between flat pattern method of pattern fitting, and pin-fitting.
2. Practice taking body measurements and comparing them to pattern measurements on a chart to identify needed alterations.
3. Discuss custom fit as it pertains to flat pattern alterations.
4. Brainstorm and list when it would be appropriate to make an inexpensive test garment before beginning the actual garment.
5. Make a bulletin board display of flat pattern equipment and supplies. Discuss (pencil, ruler, tape, scissors, thin paper, curved dressmaker's ruler). Discuss purpose and function of each.
6. View a demonstration on use of flat pattern alteration equipment and supplies. Practice using each piece.
7. View a demonstration on pin-fitting a pattern. Practice.
8. Research various flat pattern alterations. Make charts of steps for performing each alteration. Display in classroom for future reference.
9. Practice flat pattern alterations.

Criterion-Referenced Measure: Give each student a pattern, body measurements, and necessary equipment and supplies. Instruct the students to make the necessary alterations in the pattern. All pattern pieces must lie flat after alteration, the grainlines must remain straight, and the new pattern measurements must conform to the given body measurements. Each student should proceed making alterations on flat patterns until all possible alterations are evaluated.

Concept: Pattern Design Variations

Performance Objective: Given pattern and necessary equipment and supplies, make a design variation appropriate to the style and function of the garment. The design variation will be evaluated according to the criteria on the instructor's checklist.

Generalizations:

1. Variation in the use of art components may alter the frame of reference in which we see the human form.
2. The elements of art and clothing may be organized in such a way that the effect of individual elements is intensified, tempered, or obscured.

Competencies:

1. Understand art principles as they relate to clothing design.
2. State the relationship between style and function of a garment and it's design.
3. Perform the following pattern design variations:
    A. Add/eliminate seams.
    B. Add sleeve cuff (Short Sleeve).
    C. Add/eliminate yoke.
    D. Add/remove pants leg flare.
    E. Add/remove skirt flare.
    F. Change curve of dart.
    G. Change double-breasted jacket to single.
    H. Change dart location.
    I. Change location of buttons and buttonholes.
    J. Change zipper location.
    K. Change placement and style of pocket.
    L. Change single-breasted jacket to double.
    M. Make facing/interfacing pattern.
    N. Make seam inset.
    O. Make lining pattern.
    P. Remove pants pleat.
    Q. Substitute buttons for zipper closure.
    R. Substitute zipper for button closure.

Suggested Learning Activities:

1. Research and discuss art principles (balance, proportion, rhythm and emphasis) as they relate to clothing design.
2. Construct a bulletin board of pictures of clothing which show the use of art principles in clothing design.
3. Analyze garments for style, function, and design. Discuss findings and develop a checklist to evaluate the appropriateness of each factor in a garment.
4. Research and discuss design variations that can be accomplished on a flat pattern. Brainstorm the appropriateness of flat pattern design changes for style, function, and fabric of various garments.
5. Practice performing flat pattern design variations.

Criterion-Referenced Measure: Give each student a pattern and necessary equipment and supplies. Instruct the students to make a design variation that is appropriate to the style, function, and suggested fabrics of the garment. Evaluate student response according to the criteria on the instructor's checklist.

Concept: Garment Construction

Performance Objective: Given a pattern and necessary equipment and supplies, alter the pattern to fit the client and construct the garment. Each step in the garment will be evaluated according to the criteria on the instructor's checklist.

Generalization: The extent to which component parts of a garment are compatible determines the functional and aesthetic value of the garment.

Competencies:

1. Alter a pattern.
2. Choose fabric appropriate for garment.
3. Identify equipment and supplies needed for garment construction.
4. Pretreat fabric, notions, and trim.
5. Straighten grain on woven fabrics.
6. Lay out pattern pieces.
7. Cut out pattern pieces.
8. Transfer pattern markings.
9. Staystitch garment pieces.
10. Follow pattern directions.
11. Perform the following construction techniques:
    - A. Construct darts.
    - B. Construct seams.
    - C. Ease/gather fullness.
    - D. Baste garment together for fitting.
    - E. Apply interfacing (fusible, non-fusible)
    - F. Construct facing.
    - G. Construct sleeves (set-in; kimono; raglan)
    - H. Attach sleeve placket.
    - I. Construct sleeve cuff.
    - J. Apply shoulder pads and heading.
    - K. Apply stay strip.
    - L. Construct underarm gusset.
    - M. Construct lingerie strap guard.
    - N. Construct collar.
    - O. Construct jacket collar and lapels.
    - P. Apply bra cup.
    - Q. Apply seam finish.
    - R. Miter corners.
    - S. Construct tuck.
    - T. Construct waistband.
    - U. Apply elastic bands (decorative/concealed).
    - V. Apply rib knit bands (ribbing).
    - W. Apply thread shirring.
    - X. Construct casings (applied; fold-down).
    - Y. Construct pleats.
    - Z. Construct shirt tab (band).
    - AA. Construct ruffle.
    - BB. Construct pants cuff.
    - CC. Construct pockets (front hip; in-seam; patch; welt).
    - DD. Construct belt carriers.

EE. Attach underlining/interlining.
FF. Attach lining to garment.

12. Fit garment on client.
13. Hem garment.
14. Press completed garment.

Suggested Learning Activities:

1. Measure client and record measurements on the measurement chart.
2. Discuss the appropriateness of fabrics for various patterns. Include fabric pattern, "hand", weave or knit, as well as design and function of garment pattern.
3. Prepare a bulletin board of fabric appropriate for different patterns.
4. Collect and display equipment and supplies needed for garment construction. In small groups, explain the function and use of each item and practice using them.
5. Research and report on methods and procedures for pretreating fabric, notions, and trim. Discuss why these items must be pretreated. View examples of items that were not pretreated, discuss results.
6. Discuss grain. Define warp and weft. View examples of fabric which is off grain including fabric which has been printed off grain. Practice methods of straigtening fabric grain.
7. Examine pattern pieces. Identify by shape the parts of each pattern. Identify all pattern markings. Prepare a bulletin board display which shows pattern pieces, and purpose of pattern markings.
8. Measure pattern and compare clients measurements to pattern measurements to determine the alterations needed. Complete alteration chart.
9. Make pattern alterations.
10. View pattern alterations.
11. Layout patterns.
12. Discuss equipment and method used for cutting out patterns. Practice correct use of shears.
13. Cut-out pattern pieces.
14. Make charts, posters, or a bulletin board display of pattern marking methods and equipment. Practice marking.
15. Mark and transfer markings when necessary on individual pattern pieces.
16. Identify areas on a garment where staystitching is appropriate. Define staystitching and discuss it's function. Mark lines on pattern pieces where staystitching should be done, indicate the direction of the stitching, and staystitch garment pieces accordingly.
17. View pattern direction sheets. Define each term and share new vocabulary with classmates. Discuss importance of following direction sheets and deviations from direction sheets which can be made without altering the appearance of the finished garment.
18. View demonstration of construction techniques. Make charts, posters, samples, or a bulletin board of the steps involved in each step. Brainstorm and list criteria for evaluating each construction technique. Practice construction techniques.

Criterion-Referenced Measure: Give each student a client, pattern, and necessary equipment and supplies. Instruct the students to determine alterations needed, alter pattern and construct the garment. Each construction step should be evaluated according to the criteria on a checklist for that step.

Concept: Interfacings and Facings

Performance Objective: Given an unfinished garment and necessary equipment and supplies, apply interfacing and construct facing. Interfacing and facing must lie flat, not be noticeable on the right side of the garment and will be evaluated according to the criteria on the instructor's checklist.

Generalization: Garment facings provide shape, prevent stretching, and are one means of making a finished edge on a garment.

Competencies:

1. State purpose of facings and interfacings.
2. State difference between facings and interfacings.
3. Define fusible and non-fusible interfacings.
4. Define woven and non-woven interfacings.
5. List types of interfacing fabrics.
6. List purposes of various types of interfacing.
7. Construct interfacing and facings.
8. Apply binding facing.

Suggested Learning Activities:

1. Visit a fabric store and/or department and make a list of types of interfacings available.
2. Discuss use of interfacing in garmant construction.
3. Evaluate samples of interfacing as to their appropriateness for various fabrics. Construct a chart.
4. Make a bulletin board of fusible and non-fusible, woven and non-woven interfacings.
5. View garments and discuss use of interfacing. Where is it located? What purpose does it serve?
6. Research and discuss the use of facings in garments. What purpose do they serve?
7. In small groups develop checklists for evaluating facings and interfacings. Discuss and modify lists.
8. Construct facings and interfacings for various garment areas.
9. Apply facings and interfacings on various garment areas.

Criterion-Referenced Measure: Give each student an unfinished garment and necessary equipment and supplies. Instruct the students to apply interfacing and construct the facing for the garment. Before the facing is attached to the garment evaluate the students performance according to the criteria on a checklist for facings and interfacings.

Concept: Customer Sales

Performance Objective: Given a customer, perform activities which will make the sale from start to finish satisfactory to both the customer and employee. Each step will be evaluated according to the criteria on the instructor's checklist.

Generalization: Satisfied customers and efficient employees add to the effectiveness of a custom dressmaking/tailoring establishment.

Competencies:

1. Set up appointments for customer and employee to meet.
2. Fill out garment work order forms.
3. Inspect finished garment.
4. Prepare customer billing.
5. Make charge sales to customers.
6. Conduct cash sales.

Suggested Learning Activities:

1. Discuss importance of telephone etiquette when dealing with customers.
2. Review telephone etiquette and practice.
3. Visit several dressmakers/tailors and collect examples of work order forms. Identify information on various forms and develop a composite form which would suit the needs of the individuals in class. Practice completing forms.
4. View examples of customer billing procedures. Identify prices for various garments and criteria for arriving at cost. Develop a price list. Practice mathematical calculations including the addition of tax when applicable. Practice completing customer bills.
5. Discuss the need for garment inspection before the final sale is made.
6. Brainstorm and make checklists of criteria to be examined during garment inspection. Discuss and revise.
7. Identify through discussion with custom dressmakers/tailors the types of charge accounts they accept. Discuss in class the implications of charge sales. Identify components of a charge sale and practice making charge sales.
8. Using a cash box or register make a cash sale. Discuss advantages/disadvantages of cash sales and practice accuracy in conducting sales and making change.

Criterion-Referenced Measure: Assign each student a customer with whom they will work from the initial garment ordering through the sale. Instruct the student to follow outlined procedures for setting up the appointment, filling out the work order, inspecting the finished garment, billing the customer, and making the sale. Evaluate each step using the criteria on the instructor-student developed checklist.

Concept: Advertising

Performance Objective: Given a theme and necessary equipment and supplies prepare an advertisment for a local newspaper and set up a complementary display. Both should be neat, consistent with the theme, and well planned and organized.

Generalization: The clientele of a custom dressmaker/tailor can be increased if consumers are made aware of services through advertisements and displays.

Competencies:

1. Discuss benefits of advertising.
2. List types of advertising.
3. Identify components of an ad.
4. Prepare copy for advertising.
5. Discuss the purpose of displays.
6. Identify themes for displays.
7. State art principles which apply to displays.
8. Set up special purpose displays.

Suggested Learning Activities:

1. Look through newspapers and collect ads for custom dressmaking/tailoring. Discuss in class the advantages/disadvantages of advertising.
2. Brainstorm and list types of advertising for custom dressmaking/tailoring.
3. Call the local newspaper and an advertising agency. Find out what information should be included in an ad, and the cost of their services. Discuss in class.
4. Research and report on the types of ads. Make a bulletin board of ads which appeal to emotions, intelligence, status, senses, etc.
5. In small groups develop a poster or printed ad for the custom dressmaking/tailoring class. Have other students in the school judge the ads.
6. Research and report on principles of art (balance, proportion, rhythm, and emphasis) and discuss their influence on sales displays.
7. Brainstorm and list themes which would be appropriate for a custom dressmaking/tailoring display.
8. Develop a checklist of criteria for evaluating displays.
9. Using showcases, windows, platforms, or tables in the classroom, set up a special purpose display.

Criterion-Referenced Measure: Give each student a theme and necessary equipment and supplies. Instruct the students to prepare an advertisement for a local newspaper and set up a complementary display in the school. Evaluate the ad and display according to the criteria on the instructor-student developed checklist.

Concept: Employee Hiring/Scheduling

Performance Objective: Given a hypothetical situation, interview, hire, orient, and assign new employees. Each step will be evaluated according to the criteria on the instructor's checklist.

Generalization: Capability of employees is critical to the success of a custom dressmaking/tailoring establishment.

Competencies:

1. Identify competencies needed by custom dressmakers/tailors.
2. Conduct employee interviews.
3. Orient newly hired employees.
4. Schedule work assignments.

Suggested Learning Activities:

1. Research, brainstorm, and list competencies needed by custom dressmakers/tailors. Prioritize them and develop an interview sheet or method (i.e. test) for use when interviewing potential candidates for positions in custom dressmaking/tailoring.
2. Listen to a custom dressmaker/tailor give a presentation on the importance of the interview when hiring new employees. Discuss interviewing techniques and possible questions that could be asked.
3. Develop a checklist for conducting an employee interview. Discuss each item on the list as to its importance and relevancy. Modify list if necessary.
4. Role play employee interviews while the remainder of the class evaluates the interviewer. Practice hiring, and denying employment, to prospective employees.
5. Visit a custom dressmaker/tailor and interview them as to their orientation of new employees to the operation. Report findings in class. Develop a set of criteria for the orientation of new employees.
6. Discuss "work assignment and employee competency." Why is it important to evaluate the competencies of employees and make work assignments on that basis?

Criterion-Referenced Measure: Give each student a hypothetical situation. Instruct the students to interview, hire, orient, and assign work to the new employee. Evaluate the students' performance according to criteria on a checklist for each task.

Concept: Record Keeping

Performance Objective: Given a record keeping task and necessary equipment and supplies, perform the task according to the criteria on the instructor's checklist.

Generalization: Accurate record keeping facilitates efficient operation of a custom dressmaking/tailoring establishment.

Competencies:

1. State advantages of accurate record keeping.
2. Set up a filing system for a custom dressmaking establishment.
3. Assemble statements for bookkeeping service.
4. Prepare bank deposits.
5. Reconcile bank statements.
6. Pay accounts payable.
7. Prepare income and expense statements.
8. Prepare employee payroll.
9. Prepare monthly or quarterly sales tax.
10. Prepare quarterly estimates for income tax.

Suggested Learning Activities:

1. Invite an accountant to class to discuss the need for and advantages of accurate record keeping.
2. Listen to the business-office teacher give a presentation on setting up a filing system. Develop a filing system for use in the classroom.
3. Listen to a professional book keeper give a presentation on organizing records for bookkeeping.
4. Collect, from local banks, deposit slips. Identify all information and practice accurately completing them.
5. Have a banker explain the process of reconciling bank statements to the class. Discuss advantages and disadvantages of doing so.
6. Discuss and define the concepts of accounts payable and accounts receivable. Identify advantages of accurate record keeping and prompt payment of bills. Discuss with a lawyer/collection agency the process of collecting on overdue or past due accounts.
7. Discuss, and identify a list of assets and liabilities.
8. Identify methods of employee payroll accounting for dressmakers/tailors.
9. Listen to a presentation by an accountant or tax specialist on statements which are to be completed for sales and income tax purposes.

Criterion-Referenced Measure: Give each student a record keeping task and necessary equipment and supplies. Instruct the students to perform the task for a period of 2-3 weeks and evaluate their performance according to the criteria on a checklist for that task. Rotate the tasks so that each student has the opportunity to perform each task.

Concept: Inventories/Purchasing

Performance Objective: Using an inventory checklist and recording form, inventory the custom dressmaking/tailoring establishment and complete necessary purchase order forms. Inventory and purchase order should be complete without errors.

Generalizations: Conducting inventories helps to keep records accurate and ordering of equipment and supplies up-to-date.

Competencies:

1. List purpose of an inventory.
2. Conduct inventory.
3. Price inventory items from cost pricing sheet.
4. Define the terms: vendor, supplier.
5. Complete purchase order forms.

Suggested Learning Activities:

1. Define through research and discussion the term inventory.
2. Discuss the purposes of an inventory.
3. Visit custom dressmakers/tailors. Ask how often they conduct inventories and collect an example of the inventory forms which they use. Discuss forms in class and develop a form appropriate for classroom use.
4. Collect copies of pricing sheets and practice identifying prices of items found in the classroom.
5. Define the terms vendor and supplier. Using the telephone directory, identify vendors and suppliers for custom dressmakers/tailors. Invite a vendor/supplier to class to discuss procedures for ordering equipment and supplies. What information forms are required? What is the accepted method of payment? Analyze purchase order forms and define each item of information required.

Criterion-Referenced Measure: Give each student an inventory checklist, recording form, purchase order form and pricing sheet. Instruct the students to identify the custom dressmaking/tailoring classroom and complete the purchase order forms. The inventory and purchase order forms should be completed without errors.

INDUSTRIAL SEWING

Concept: Equipment Identification

Performance Objective: Given a list of equipment used in industrial sewing, state the function and proper use of each. The answers will be evaluated by the instructor.

Generalizations: Knowledge of equipment function and use contributes to personal safety and quality workmanship.

Competencies:

1. Identify equipment needed in industrial sewing.
2. State function of equipment in industrial sewing.
3. Properly use equipment in industrial sewing.

Suggested Learning Activities:

1. View slides, transparencies, film or filmstrip on the equipment used in industrial sewing.

2. Make a notebook of various industrial sewing machines, their purpose, and unique characteristics.

3. In small groups identify differences between a domestic sewing machine and an industrial sewing machine.

4. Make charts or posters for the classroom of equipment used in industrial sewing.

5. Visit an industrial sewing factory and note equipment available; discuss with employer/employee equipment most prevalently used and repaired; easiest and most difficult to operate and why. Discuss findings in class.

Criterion-Referenced Measure: Give each student a list of equipment used for industrial sewing. Instruct the students to state the function and proper use of each item on the list. Compare student responses with instructor's completed list.

Concept: Industrial Sewing Machine Parts

Performance Objective: Given an industrial sewing machine, state the name and explain the purpose of each part.

Generalizations: Using correct terminology and understanding the purpose of each industrial sewing machine part helps to assure efficiency and safety.

Competencies:

1. Name parts of the industrial sewing machine.
2. Explain the purpose of each of the following parts:
    - A. Motor
    - B. Switch
    - C. Treadle
    - D. Presser foot
    - E. Presser bar lifter
    - F. Knee press
    - G. Feed dog
    - H. Balance wheel
    - I. Spool pin
    - J. Upper tension
    - K. Lower tension
    - L. Thread take-up spring
    - M. Thread take-up lever
    - N. Needle
    - O. Needle bar
    - P. Throat plate
    - Q. Bed plate
    - R. Bobbin
    - S. Bobbin case
    - T. Bobbin catch
    - U. Bobbin winder
    - V. Machine pulley
    - W. Stitch regular
    - X. Hand wheel
    - Y. Loopers
    - Z. Knives
    - AA. Thread knipper
    - BB. Thread tubes
    - CC. Clutch
    - DD. Thread stand
    - EE. Break

Suggested Learning Activities:

1. Review operator's manuals for industrial sewing machines. Pay particular attention to the part name, location, and purpose.

2. In pairs of students, point to and name each part of an industrial sewing machine.

3. Complete a list of industrial sewing machine parts by stating the purpose of each.

4. Play "machine-part bingo" - given the purpose of a machine part, find the name on a card.

Criterion-Referenced Measure: Assign each student to an industrial sewing machine on which numbers have been attached to the various parts. Instruct the students to state the name and explain the purpose of each part in numerical order.

Concept: Equipment Maintenance

Performance Objective: Given an industrial sewing machine and necessary equipment and supplies, correctly perform the machine maintenance functions of lubrication and lint removal. The maintenance will be evaluated according to the criteria on the instructor's checklist.

Generalizations: A properly maintained industrial sewing machine will run smoothly and function longer without major breakdowns.

Competencies:

1. Identify equipment and supplies needed to lubricate an industrial sewing machine.
2. Distinguish between an automatic oiling and manual oiling industrial sewing machine.
3. Oil manual; automatic industrial sewing machines.
4. Identify equipment and supplies needed to clean lint from an industrial sewing machine.
5. Clean lint and dust from industrial sewing machine.
6. Replace light bulb on industrial sewing machine.
7. Clean work area floor.

Suggested Learning Activities:

1. Read manufacturer's directions for adding oil and removing lint from industrial sewing machine. Make a chart of steps to follow when performing these operations and place by the appropriate machine in the classroom.

2. View industrial sewing machines and note key differences between automatic and manual oiling models.

3. Discuss the importance of machine maintenance.

4. View a demonstration of correctly oiling industrial sewing machines. Practice.

5. Identify factors which could contribute to machine breakdown and which could be eliminated or alleviated with proper maintenance.

6. Explore the industrial sewing machine and identify spaces where fabric lint and dust could collect.

7. Practice removing dust and lint from industrial sewing machines.

8. In pairs, identify safety factors involved when changing light bulbs on industrial sewing machines. Practice changing the bulbs.

9. Brainstorm and list advantages of a clean work area floor. Make suggestions for maintaining a clean work area.

Criterion-Referenced Measure: Assign each student to an industrial sewing machine. Give the student the maintenance manual and necessary equipment and supplies. Instruct the student to clean and lubricate the machine, and clean the work area. Evaluate the student according to criteria on a checklist.

Concept: Industrial Sewing Machine Needles

Performance Objective: Given a machine with a dull or bent needle, replace the needle. Once replaced, the needle bar screw should be tight and the long groove on the needle should be facing the last thread guide.

Generalizations: A non-defective and properly installed needle helps promote safety and quality on an industrial sewing machine.

Competencies:

1. Recognize how a straight and properly installed needle promotes safety.
2. Identify defective needles.
3. Replace a defective needle.

Suggested Learning Activities:

1. View samples of acceptable and non-acceptable stitches caused by needle irregularities on an industrial sewing machine.

2. Develop a checklist for evaluating the needle on an industrial sewing machine.

3. Discuss safety procedures involved when changing the needle on an industrial sewing machine.

4. In pairs of students, read the operator's manual for changing the needle on an industrial sewing machine. Follow the directions and practice changing the needle.

5. Practice matching needle size to machine and fabric.

Criterion-Referenced Measure: Assign each student an industrial sewing machine and give them the manual for that machine. Instruct them to identify the problem with the needle, state safety procedures for changing the needle, and change the needle so that the machine will begin to stitch properly.

Concept: Threading Industrial Sewing Machines

Performance Objective: Given an industrial sewing machine and necessary equipment and supplies; 1) thread the bobbin and insert in bobbin case and 2) tie on thread and thread the machine.

Generalization: A properly threaded machine is essential to smooth operation.

Competencies:

1. Identify equipment and supplies needed to thread industrial sewing machine.
2. Define the following terms: bobbin, bobbin case, tension discs.
3. State safety procedures necessary for threading the industrial sewing machine.
4. Wind bobbin.
5. Insert bobbin in bobbin case.
6. Thread sewing machine.
7. Remove and insert bobbin case with bobbin in place.
8. Bring up bobbin thread on an industrial sewing machine.

Suggested Learning Activities:

1. Observe a demonstration of threading each type of industrial sewing machine.

2. On notebook-size charts of industrial sewing machines, draw the thread pattern.

3. In pairs of students, practice threading the industrial sewing machines according to the operator's manual for each machine.

4. Discuss advantages of speed threading industrial sewing machines. List steps to speed threading. Practice procedure.

5. View a demonstration on removing the bobbin case, winding the bobbin, and inserting the bobbin case into the industrial sewing machine.

6. Make a chart of steps for preparing the bobbin for an industrial sewing machine.

7. Read and practice following operator's manuals for bobbin preparation.

8. List safety procedures involved when preparing the industrial sewing machine to sew. Present a presentation to the class on this topic.

9. Visit an industrial sewing factory and observe procedures for threading various machines.

Criterion-Referenced Measure: Give each student an industrial sewing machine and necessary equipment and supplies. Instruct the students to thread the machine and bobbin, and prepare the machine for operation. Evaluate the performance of each student by inserting fabric and testing for proper operation of the machine.

Concept: Industrial Sewing Machine Control

Performance Objective: Given access to an industrial sewing machine, and necessary equipment and supplies, operate the sewing machine in a safe and efficient manner.

Generalizations: Safety and efficiency help to assure fewer accidents and breakdowns, and greater productivity on industrial sewing machines.

Competencies:

1. Demonstrate proper posture which reduces fatigue and increases efficiency.
2. Position hands correctly while operating machine.
3. Uses proper feet placement when operating machines.
4. Understands and properly uses breaks.
5. Can start, slow, and stop machine (with needle down) when required.
6. Uses the knee press to raise and lower presser foot.

Suggested Learning Activities:

1. View a demonstration of sitting posture at the industrial sewing machine. Discuss why posture is important in helping to assure efficiency and prevent fatigue. Practice posture in pairs. While one assumes the posture, the other should evaluate.

2. Try various hand positions for operating the industrial sewing machine. Discuss efficiency and safety for each position.

3. Define the term "breaks". Discuss their importance.

4. Practice sewing on patterns designed to help with starting, slowing down, and stopping the industrial sewing machine. Patterns can be made by using scrap cloth and felt markers.

Criterion-Referenced Measures: Give each student access to an industrial sewing machine and necessary equipment and supplies. Instruct the students to sew the patterns, staying on the lines. Evaluate the students according to success in completion of patterns, and usage of correct hand, body, and feet position.

Concept: Industrial Sewing Techniques

Performance Objective: Given a specific sewing task on the industrial machine and necessary supplies, perform the task. Your performance will be evaluated according to the criteria on the instructor's checklist for that task.

Generalizations: Ability to perform specific sewing tasks which can be accomplished on an industrial sewing machine promotes quality and productivity.

Competencies:

1. List tasks which are commonly performed on the industrial sewing machine.
2. Know principles of time and motion.
3. Understand industrial sewing machine safety.
4. Match and sew garment pieces together.
5. Backtack.
6. Set and stitch buttons; zippers; snaps.
7. Sew curved edges.
8. Sew labels onto garment.
9. Stitch darts.
10. Blindstitch hems.
11. Top stitch garments.
12. Sew square corners.
13. Sew straight seams.
14. Chain-off sewing.

Suggested Learning Activities:

1. Visit an industrial sewing factory and make a list of tasks commonly performed on an industrial sewing machine.

2. Discuss time and motion involved when performing industrial sewing tasks.

3. Develop a list of safety rules for operating an industrial sewing machine.

4. View a demonstration of matching garment pieces together. Make a chart of symbols which indicate matching.

5. Develop checklists of steps for performing specific tasks on industrial sewing machines.

6. In pairs of students, practice performing specific tasks on industrial sewing machines. While one student performs the task, the other student should evaluate and critique the performance according to a checklist on time, motion, safety, matching, and acceptability of stitching.

Criterion-Referenced Measure: Assign students an industrial sewing machine and give them a specific sewing task and necessary equipment and supplies. Instruct the students to perform the tasks assigned and evaluate them according to the criteria on the checklist for that task. Rotate the students so that each one has the opportunity to perform each task.

Concept: Supervisory Functions

Performance Objective: Given four case studies concerning an organizing, planning, inspection, and evaluation task commonly performed by an industrial sewing supervisor, analyze each and state the action which should be taken by the supervisor. The response will be evaluated according to the criteria on the instructor's checklist.

Generalizations: There are many responsibilities involved in being a supervisor in an industrial sewing operation.

Competencies:

1. List and explain each industrial sewing operation.
2. Identify jobs performed by an industrial sewing supervisor.
3. State the importance of good employer-employee relations.
4. Understand the responsibilities of management and employees.
5. Serve as a liasion between operators, maintenance personnel. and manager.
6. Counsel employees concerning personal problems.
7. Understand the importance of attendance and quality control in industrial sewing.
8. List reasons for job termination.
9. State procedures for terminating an employee.
10. Understand safety rules and procedures for industrial sewing.
11. Develop a means by which to advertise and enforce safety rules in an industrial sewing operation.
12. Define "rush order".
13. Identify steps needed to process a "rush order".
14. Identify factors which influence thread selection for operator use.
15. Identify competencies of machine operators.
16. Assign operators to machines to assure work flow.
17. State components of employee assignment ledger.
18. Keep records on employee assignment ledger.
19. Inventory sewing supply room.
20. Properly complete an inventory form.
21. Identify tasks of bundle persons.
22. List housekeeping rules of a sewing room.
23. Explain the purpose of housekeeping rules.
24. Define "production".
25. Identify factors which influence acceptable "production".
26. Evaluate employee production.
27. State factors which indicate the need for additional employees
28. Write reports requesting additional employees.
29. Develop a checklist for work stations.
30. Determine conditions which promote accidents.
31. Complete accident forms.
32. State factors which indicate the need for additional equipment.
33. Determine equipment needs.

Suggested Learning Activities:

1. Make an appointment with a supervisor in an industrial sewing factory. Discuss with the supervisor his/her responsibilities. Make a list of responsibilities and report findings to class.

2. Research and identify industrial sewing operations. Discuss in class. Make a notebook of operations and employee competencies which they require.

3. Analyze case studies on employer-employee relations. Brainstorm factors which influence employer-employee relations.

4. List responsibilities of management after participating in a discussion with an industrial sewing manager.

5. Listen to a presentation on "Employee Responsibilities" by a long-time employee of an industrial sewing factory.

6. Role play counseling employees with personal problems.

7. Develop a list of reasons why an employee might be terminated.

8. Compare list from number seven with actual reasons given by manager.

9. Develop guidelines for terminating an employee.

10. Define "production" and develop criteria for evaluating employee "production".

11. Review safety rules and procedures, and take turns explaining them to the class.

12. Develop posters on safety rules.

13. In small groups, define the concept of "rush orders". Decide on the procedures which should be followed to process a rush order.

14. Brainstorm factors which influence thread selection for operator use. With hypothetical situations, choose and justify thread selection.

15. Review competencies needed for specific tasks and operation of industrial sewing machines. Make a list of factors which need to be considered when assigning operators to machines to assure work flow.

16. Collect copies of assignment ledger sheets. Discuss reasons for having such a record on employees. Practice completing the ledger sheets.

17. Make posters for "housekeeping" rules in the sewing room.

18. Brainstorm and list factors which would influence the need for additional supplies, equipment, and employees.

Criterion-Referenced Measure: Assign each student a supervisory function or give them a case study on a specific function. Instruct the students to identify and resolve the task/problem presented. Evaluate each student's response according to the criteria on the checklist for that function. Rotate the tasks so that each student has the opportunity to perform each one for evaluation purposes.

GETTING, KEEPING, AND USING THE PAYCHECK

Concept: Employability

Performance Objective: Given a checklist of personal qualities, identify those that are most likely to contribute to job success.

Generalizations: A prospective worker may possess the necessary skills and knowledge required to perform a job and yet not be able to secure or hold a job.

Competencies:

1. List qualities that contribute to employability.
2. Compile a check list of personal qualities necessary for job success.
3. Evaluate personal qualities and their possible influence on job success.

Suggested Learning Activities:

1. View and discuss a film and/or filmstrip on how to be a better employee.
2. Brainstorm and list human relations skills that contribute to employability.
3. Define the term communication and discuss its impact on employment success.
4. Brainstorm and list employer expectations. Discuss in terms of employee success.
5. Invite a major employer to class to discuss employee expectations.
6. In small groups, discuss case studies and analyze what personal characteristics of the people involved enhanced or deterred from their employability.
7. In small groups, choose a clothing and textiles career and make a list of expectations for employees. Discuss in class.
8. Make a checklist of personal characteristics which would contribute to employability. Discuss in class.
9. Compile a handbook of jobs in clothing and textiles and list qualifications and characteristics of individuals working in each.

Criterion-Referenced Measure: Give each student a checklist of personal characteristics which contribute to employability. Instruct the student to explain what each one consists of and how one might develop such a quality. Evaluate according to accuracy of response.

Concept: Grooming

Performance Objective: Given a case study of a person seeking employment, analyze all information pertaining to the job applicants appearance, and suggest clothing selection and grooming tips which would help the candidate to make a better impression on a prospective employer.

Generalization: Personal appearance of a job candidate makes a great impact on the interviewer.

Competencies:

1. Compile a list of grooming aids needed for becoming a well-groomed person.
2. State grooming practices to be followed daily.
3. Demonstrate knowledge of clothing selection.
4. List components of a well-groomed appearance.

Suggested Learning Activities:

1. Make a display of grooming aids. Discuss in class appropriate use of each.
2. Listen to a hairdresser for men and women discuss hair-care and style.
3. Look through fashion magazines. Identify three outfits which would be appropriate for wc k. Discuss.
4. Discuss posture and its affect on appearance. Practice sitting, standing, and walking using good posture.
5. Prepare a bulletin board of components of a "good" appearance.

Criterion-Referenced Measure: Give each student a case study of a person seeking employment. Include in the case study several references to the person's appearance. Instruct the students to suggest clothing selection and grooming tips which would help the candidate to make a better impression on a prospective employer. Evaluate student response according to the master set of criteria developed by the instructor.

Concept: Telephone Usage

Performance Objective: Given necessary equipment and supplies, to make and receive business telephone calls. This activity will be evaluated according to the criteria on the instructor's checklist for telephone usage.

Generalizations: Some business transactions are most efficiently and effectively conducted via the telephone.

Competencies:

1. Recognize importance of business calls.
2. Demonstrate efficiency in conducting business calls.
3. Identify procedure for making business calls.
4. Identify procedure for taking and relaying telephone messages.

Suggested Learning Activities:

1. Listen to a presentation by a local telephone company representative on "Telephone Use by Businesses and Industries". Discuss.
2. Brainstorm and list rules for organizing conversation for telephone calls.
3. Make posters on telephone etiquette.
4. Develop a checklist to evaluate business calls.
5. Role-play making and receiving business calls. Evaluate role-play according to checklist developed in activity 4.
6. Discuss importance of taking and relaying accurate telephone messages.

Criterion-Referenced Measure: Give each student a telephone prompter, paper, and pencil. Instruct the student to make a business call, receive a business call, and relay the message, following procedures listed on the instructor's checklist.

Concept: Getting a Job

Performance Objective: Given a job description of an occupation in clothing and textiles, prepare a resume, write a letter of application, complete a job application form and state what employment tests one would need to take.

Generalizations: There are many specific steps for getting a job and each has an important function in gaining employment.

Competencies:

1. Identify factors involved in conducting a job search.
2. Prepare a job resume.
3. Write letters of application.
4. Complete application forms.
5. Understand employment tests.
6. Recognize the importance of the job interview.

Suggested Learning Activities:

1. Prepare a bulletin board of the steps involved in conducting a job search.
2. Discuss importance of conducting an organized job search.
3. Define through discussion the term resume.
4. Collect and analyze resumes.
5. Develop personal resumes to be used in seeking employment in clothing and textiles.
6. Practice writing letters of application.
7. Collect application forms for jobs in clothing and textiles. Discuss the importance of completing them accurately. Discuss why each piece of information is asked. Practice completing various forms.
8. Invite a personnel manager to class to discuss employment tests. What are they? Why are they used? How important are they when hiring new employees? Include in discussion the following tests: interest; aptitude; information; and performance.
9. Collect and compare various types of employment tests.
10. Discuss the importance of the job interview.
11. Role-play interviews in class. What questions could the employer ask the prospective employee? What questions should the prospective employee ask the employer?
12. Write follow-up letters to interviews. Discuss their importance.

Criterion-Referenced Measure: Give each student a job description of an occupation in clothing and textiles. Instruct the students to prepare resumes, write a letter of application, complete a job application, and state what employment tests one might need to take in order to be considered for the job. Evaluate each according to criteria on an instructor developed checklist.

Concept: Government Laws/Regulations and Employment.

Performance Objective: Given a list of laws and regulations pertaining to employment and a list of descriptions, match the law/regulation with the appropriate description.

Generalization: Laws and regulations pertaining to employment are designed to protect the employer and employee.

Competencies:

1. List government laws/regulations pertaining to employment.
2. Recognize need for laws/regulations pertaining to employment.
3. Understand the function of Workmen's Compensation and Social Security.
4. Obtain a work permit if necessary.
5. Obtain a social security number.

Suggested Learning Activities:

1. Listen to a presentation of a representative from the Employment Commission on "Government Rules/Regulations Pertaining to Employment."
2. Research and report on the following:
   a. Social Security
   b. Work Permits for Minors
   c. Workmen's Compensation
   d. Fair Labor Standards Act
   e. Equal Employment Opportunity
   f. Equal Pay Act
   g. Child Labor Law
3. Get Social Security card applications. Discuss and complete.
4. Get work permit applications. Discuss and complete.
5. Invite a representative from Workmen's Compensation to class. Discuss the development of Workmen's Compensation, who may collect, why, and how.
6. Prepare a bulletin board of laws/regulations pertaining to employment.

Criterion-Referenced Measure: Give each student a list of laws/regulations pertaining to employment and a list of descriptions. Instruct the student to match the description with the appropriate law/regulation.

Concept: Fringe Benefits

Performance Objectives: Given a list of fringe benefits, identify the purpose and function of each. State which fringe benefits one can reasonably expect with most jobs. This activity will be evaluated by the instructor.

Generalizations: Fringe benefits add to the employee's income.

Competencies:

1. Define the term fringe benefit.
2. List fringe benefits that can be expected from a job.
3. Identify the contribution of fringe benefits to income.

Suggested Learning Activities:

1. Research, discuss, and define the term "fringe benefits".
2. Brainstorm and list fringe benefits offered by various employers.
3. Conduct a survey of companies in the area to find out what fringe benefits are offered. Discuss in class.
4. Discuss fringe benefits and stipulations (i.e. how many months of employment are required for medical coverage?) What does and does not a fringe benefit cover? etc.
5. Discuss why a job may offer a few or no fringe Benefits.
6. Construct a bulletin board of how fringe benefits add to individual or family income.
7. Debate "Fringe Benefits and Lower Salary vs. No Fringe Benefits and Higher Salary".

Criterion-Referenced Measure: Give each student a list of fringe benefits. Instruct the students to state the purpose and function of each and to identify and justify the ones which they would want when seeking employment.

Concept: Money Management

Performance Objective: Given a net income and expenses, develop a plan for money management and list five resources that increase the effectiveness of money management.

Generalization: The perception of available resources may enhance or limit the management potential of individuals and families.

Competencies:

1. List sources of money for individuals and families.
2. Define the term interest.
3. Identify personal values, standards, and goals that influence money management.
4. List ways in which sound money management may provide financial security.
5. Identify ways in which income may be extended through the use of other family resources.
6. Understand the use of credit in family financial planning.
7. Develop a plan for money management based upon personal values, standards, and goals.

Suggested Learning Activities:

1. Research and identify sources of money, i.e., salaries, wages, interest, gifts, allowance.
2. Discuss and define the term interest.
3. Survey local money institutions and identify interest rates for savings accounts and certificates. Discuss in class.
4. Define the terms values, standards, and goals.
5. Brainstorm and list values, standards, and goals related to money management.
6. Using the lists from activity #5 evaluate personal money management values, standards, and goals.
7. Listen to a banker give a presentation on money management and individual/family financial security. Discuss.
8. Discuss resource management as a way of extending individual/family income.
9. Collect examples of forms for individual/family financial planning from money institutions within the community. Discuss and complete forms.
10. Discuss and define the term budget. Identify various types of budgets.
11. Brainstorm and list credit sources.
12. Research and identify components of a credit rating by contacting the local credit bureau. Construct a bulletin board.
13. Interview attorneys, credit department managers, and loan agents to determine what happens when an individual cannot meet credit obligations. Discuss findings in class.
14. Collect and analyze credit applications.
15. Discuss how the use of credit might help to extend an individual's or familie's purchasing power.
16. Discuss advantages and disadvantages of credit use.
17. Compare the cost of using credit (interest) with other forms of purchasing (bank loans, cash).

Criterion-Referenced Measure: Give each student a net income comparable to what they might expect as a beginning employee in a clothing and textiles occupation, and realistic expenses which they might expect to incur. Instruct the students to develop a plan for money management, stating their values, standards, and goals which influence the plan and to list five resources which they possess that could increase the effectiveness of their money management.

Concept: Consumer Resources

Performance Objective: Given a list of consumer resources in the community, identify the function of each by developing a handbook. The handbook will be evaluated according to completeness and accuracy of information.

Generalizations: A responsible consumer utilizes the services offered by consumer agencies.

Competencies:

1. Identify agencies which offer consumer services.
2. Identify services of specific consumer agencies.
3. Recognize the need for consumer to utilize resources of consumer agencies.
4. Explain consumer agencies to others.

Suggested Learning Activities:

1. Discuss and define the term consumer.
2. Survey community and identify federal, state, local, and provide consumer board of services offered by consumer agencies.
3. Construct a bulletin board of services offered by consumer agencies.
4. Discuss how consumer agencies are advocates for consumers.
5. Listen to a presentation of a representative from a consumer agency. What services are offered? Who uses them? How effective are they? Why are they needed?

Criterion-Referenced Measure: Give each student a list of consumer agencies in the community. Instruct the students to develop a handbook of agencies, functions, addresses, and phone numbers which will advertise these services to others. Evaluate the handbooks according to completeness and accuracy of information.

Concept: Paycheck

Performance Objective: Given gross income, explain voluntary and mandatory deductions and arrive at net income.

Generalization: The extent to which goals are realistic is affected by the assessment of resource potential.

Competencies:

1. Define gross and net income.
2. Identify voluntary and mandatory deductions.
3. Determine "take home pay."
4. Explain tax deductions.
5. Cite types of deductions which assist with future financial security.

Suggested Learning Activities:

1. View paycheck stubs and discuss the difference between gross income and net income.
2. Brainstorm and list types of deductions from gross income.
3. Divide deductions into voluntary, and mandatory. Discuss.
4. Discuss why taxes are withheld from income and define the term exemption.
5. Listen to a guest speaker give a presentation on Social Security. Discuss.
6. Discuss the importance of present and future financial planning.
7. Plan a budget for net income.
8. Construct a bulletin board of payroll deductions.

Criterion-Referenced Measure: Give each student a hypothetical gross income and a list of mandatory and voluntary deductions. Instruct the students to calculate net pay using the list of deductions. They should state which deductions are mandatory and why they chose the voluntary deductions which they have listed. Net pay should be equal to gross pay minus all deductions.

Concept: Banking

Performance Objective: Given a checklist and a banking institution in the local area, collect information on the services offered by that institution including service fees which are charged. The response will be evaluated according to the information on the instructor's master list of banking institutions in the area.

Generalization: The availability and/or scarcity of banking services within a local area has an affect on decisions made by consumers.

Competencies:

1. Identify banking institutions.
2. Develop criteria for evaluating banking services.
3. State advantages and disadvantages of utilizing various banking services.

Suggested Learning Activities:

1. Listen to a presentation by a bank manager of common services which a banking institution may offer.
2. Brainstorm and list banking institutions in local area.
3. Develop a checklist for specific banking services.
4. Construct a bulletin board of banking services.
5. Discuss advantages and disadvantages of having a checking account.
6. Compare the use of person checks with certified checks, cashier's checks, bank service cards, and credit cards.
7. Collect and compare applications for checking accounts from various institutions. Discuss terminology used and practice completing forms.
8. Identify types of personal checks available. Discuss ease of record keeping. Practice Completing.
9. Discuss advantages and disadvantages of safety deposit box. List items that might be kept in one.
10. Call or visit several banking institutions and find out how an individual secures a safety deposit box. Report to class.
11. Research and report to class types of savings accounts available in the local area. Compare interest on different types of accounts.
12. Evaluate advantages and disadvantages of having a savings account.
13. Collect and practice completing applications for savings accounts and deposit slips.
14. Explain and discuss the Truth-In-Lending Act.
15. Identify types of loans offered by lending institution in the local area. Compare interest and service fee.
16. Invite a loan officer from a local bank to class to explain criteria for making a loan. Discuss.
17. Brainstorm and compile a checklist to evaluate banking services.

Criterion-Referenced Measure: Give each student a check list and assign them to visit banking institution in the local area. Instruct them to evaluate the institution services according to the criteria on the checklist and to recommend what, if any, services they would utilize at that institution. Evaluate the response according to a master list of banking institutions in the area.

FABRICS FOR CLOTHING

Concept: Fibers

Performance Objective: Given a fabric, identify the fiber content according to microscopic and fiber identification tests and record findings on form provided by instructor.

Generalization: Each fiber has physical and chemical properties which affect its performance in a fabric.

Competencies:

1. Identify the categories of fibers.
2. Identify fiber characteristics such as length, luster, resiliency, strength, and crimp.
3. State the affect of fiber characteristics on fabric.
4. Discuss the reaction of various fibers to conditions such as light, moisture, temperature, and stress.

Suggested Learning Activities:

1. Research and identify characteristics of the four major groups of fibers: cellulose, protein, thermoplastic, and mineral. Prepare charts which describe each group for a display in the room.
2. Study fibers under a microscope and record their characteristics.
3. Perform fiber identification tests such as burning, resiliency, strength, washability, and moisture retention.
4. Develop a notebook of fibers include a sample swatch of fabric made from the fiber and state the characteristics of each fiber.

Criterion-Referenced Measure: Give each student a swatch of fabric. Instruct the student to identify the fiber content using a microscope and fiber identification tests. Each student should record their findings on a form which will be compared for accuracy to the instructors.

Concept: Fabric

Performance Objective: Given fabric examples, identify the construction technique used for each.

Generalization: Fibers and/or yarns may be converted into cloth by various methods such as weaving, knitting, interlacing, bonding, felting, and extruding.

Competencies:

1. Define the yarn terms of filament, spun, single and ply.
2. Identify filament and spun yarns by characteristics.
3. Define fabric terms: weaving, knitting, interlacing, bonding, felting, and extruding.

Suggested Learning Activities:

1. Research and report to the class on a method of changing yarn/fiber into fabric.
2. Visit a textile factory and observe methods used to make fabric from yarn/fiber. Discuss in class.
3. Check clothing of classmates. Using a checklist of different fabric construction techniques see how many are represented in the class.
4. Identify types of weaves and common usage of fabric.
5. Practice making different types of weaves with yarn.
6. Construct a bulletin board of weaves.
7. Brainstorm and list uses of felted fabric.
8. Research and report on bonded fabric.
9. Discuss advantages and disadvantages of knitted fabric.
10. View knitted fabric samples under a microscope and note variations.
11. Practice making hand knitted fabrics.

Criterion-Referenced Measure: Give each student 10 fabric samples. Instruct the students to identify the type of construction technique used for each. Evaluate the student according to the instructor's checklist of fabric samples.

Concept: Fabric Care

Performance Objective: Given a garment, clean the garment following care label instructions and fiber knowledge and state characteristics of fabric that indicate care requirements.

Generalization: The type of care needed by the product will be determined by the nature of the textile, construction, and ornamentation.

Competencies:

1. Understand the influence of fiber and finish on fabric care.
2. Identify the location of care labels on garments.
3. Follow care label directions.
4. Distinguish between dry-cleaning and washing.
5. Read and follow a spot removal chart.
6. Care for garments.

Suggested Learning Activities:

1. Review charts of fiber and finish characteristics and discuss their influence on fabric care.
2. In pairs of students, explain care labels to class-mates. Include the characteristics of the fiber and finish that prompted that specific care label. Example: some wools are washable, others are not.
3. Visit a dry cleaning establishment. Find out how textile products are cleaned, the difference between washing and dry-cleaning, why certain items must be dry-cleaned, and how spots are removed. Discuss finding in class.
4. Discuss advantages and disadvantages of do it yourself drycleaning.
5. Visit a local laundry. What techniques are used? How do they vary from home techniques.
6. Visit a local appliance dealer. What cycles are offered on washers and dryers. Which are important to have and which are nice to have. How do these appliances vary in price and why.
7. Discuss the advantages and disadvantages of owning a washer and dryer, and using a local laundromat.
8. Research and develop a spot removal chart.
9. Make a display of washing products. Compare contents, use and price of each.
10. Practice caring for garments.

Criterion-Referenced Measure: Give each student a garment to be cleaned and a chart. Instruct them to complete the chart with the type of cleaning care required and the characteristics of the fiber, finish and fabric that justifies their choice. Compare student responses to instructor's master chart.

Concept: Textile Finishes

Performance Objective: Given gray goods, state the appropriate finish for the fabric's intended use. This activity will be evaluated according to the criteria on the instructor's check-list for each fabric.

Generalizations:

1. Finishes may be applied to fabrics to produce and control desired qualities.
2. Factors influencing the choice of finish for a fabric are: the type of fiber and its arrangement in yarn and fabric, the receptivity of the fabric to various finishing preparations, the extent to which the fabric can be chemically modified, and the use for which the fabric is intended.

Comperencies:

1. Define the term "gray goods."
2. State reasons for applying finishes to fabrics.
3. Identify characteristics of the following finishes and state fabric on which it is used.
   A. Mercerization
   B. Sizing
   C. Shrinkage Control
   D. Mapping
   E. Easy-care
   F. Beetling
   G. Wrinkle-resistant
   H. Bleaching
   I. Fulling
   J. Washable
   K. Weighting
   L. Scroop
   M. Water proof (spot proof)
   N. Embossing
   O. etc.
4. Identify preparatory finishes for gray goods.
5. Identify finishes that affect appearance of fabrics.
6. Identify finishes that affect care and durability of fabrics.

Suggested Learning Activities:

1. Research and report on finishes for natural and man-made fabrics.
2. Visit a textile production plant and take note of the finishes which are applied to the fabrics. Discuss in class.
3. Make a bulletin board of characteristics and uses of specific finishes.
4. Perform tests on fabric with specific finishes and compare results.

Criterion-Referenced Measure: Give each student a 12" X 12" piece of gray goods and tell the student the intended use of the finished fabric. Instruct the student to state the appropriate finishing process and justify the choice. Compare student responses to the instructor's checklist for that specific fabric.

Concept: Textile Labeling, Standards, and Laws.

Performance Objective: Given a garment label and hangtag identify the information which is required to be on each. Answers will be evaluated according to the instructor's master list.

Generalization: The information provided by agencies and industry through such means as labels and advertising is one resource which may assist the consumer in predicting the performance of textiles and clothing.

Competencies:

1. Define terms related to flamability, care, and fiber identification labels, and hangtags.
2. Understand the Textile Fiber Products Identification Act of 1958.
3. State the function of permanent care labeling. (1972)
4. State the provisions of the Flammable Fabrics Act of 1953, 1967.
5. Identify consumers responsibilities for reading and understanding labels and hangtags.

Suggested Learning Activities:

1. Discuss the purpose of use of the Textile Fibers Products Identification Act of 1958.
2. Collect examples of items which have a fiber identification tag and make a display.
3. Discuss the Care Labeling Act of 1972.
4. Prepare a bulletin board of articles of clothing which are required to have a care label. Identify where the label must be attached.
5. Collect care labels. Explain what each means and why it is important to follow,
6. Research and report on the Flammable Fabrics Act of 1953 (revised 1967).
7. Discuss the impact of the Flammable Fabrics Act on clothing for children and the elderly.
8. Read and analyze hangtags found on garments.
9. Brainstorm and list consumer responsibilities when purchasing clothing and fabric.

Criterion-Referenced Measure: Give each student a garment care label and hangtag for a specific garment. Instruct the students to explain the purpose of the information found on each, whether or not it is required by law, where the care label should be found in the garment, and the consumer responsibilities related to the care label, and hangtag.

APPENDIX A
COOPERATIVE EDUCATION

Cooperative Occupational Home Economics

For a number of years Virginia has had cooperative education programs in various vocational service areas. Home economics education is one of the disciplines that teach preparation for occupations through on-the-job training and in-school career-related instruction in a cooperative educational arrangement. Planned and coordinated instruction on-the-job and in-school is the essential element that distinguishes cooperative vocational education programs from regular school along with part-time employment. The second year program can be simulated in an operation within the occupational laboratory. The on-the-job training and in-school instruction should be integrated and mutually supportive of each student's career objective. Instructional content should evolve from the demands placed upon the student in the on-the-job setting.

Preparation of a written "training plan" is done by the teacher-coordinator with input of the on-the-job training supervisor. Behaviorally-stated instructional objectives should be written on the training plan. These instructional objectives are to be dreived from the occupational competencies or tasks which the program graduate will be expected to perform. The training plan covers the period of employment while the student is out on the job. An example of a suggested training plan format is illustrated below.

INDIVIDUALIZED TRAINING PLAN Copy:_____

Name_____Job Title_____

Firm_____Training Sponsor_____

Student's Career Objective_____

EXPERIENCE AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB DUTIES & EXPERIENCE	INDIVIDUAL & CLASS-ROOM RELATED INSTRUCTION
Duty:				
1. Task	X			
a. step 1				
2. Task				

EXPERIENCE AND TRAINING NEEDED	ON JOB	IN CLASS	ON-JOB DUTIES & EXPERIENCE	INDIVIDUAL & CLASS-ROOM RELATED INSTRUCTION
Duty:				
1. Task				

The portion of the training plan which concerns in-school "related" instruction may employ a range of teaching methods. Generally, it is recommended that at least part of the instruction be presented on an individualized basis. This insures that classroom instruction can be directly related to demands at the particular on-the-job training station where each student is employed.

An individual file should be maintained for each student containing student personal data forms, their respective work documents (i.e., social security numbers, work permits, health certificates, training agreements), training plans, written assignments, visitation and evaluation records, and monthly wage and hour reports. Additional teacher-coordinator responsibilities include the following:

-keep abreast of community labor supply and demand statistics;

-maintain up-to-date business survey data;

-conduct student recruitment and screening in cooperation with school guidance personnel;

-monitor program budget to provide necessary equipment, supplies, and travel monies;

-conduct community public relations activities;

-select and orient occupational advisory committee and prepare periodic meeting reports;

-confer with employers and visit students on-the-job;

-provide in-school related instruction;

-coordinate occupational youth organization chapter;

-maintain coordination log and post daily schedule;

-conduct job placement and one-and five-year follow-up studies of program graduates; and

-keep accurate state and local reports.

The concept of a partnership involving the teacher-coordinator, school, and the employer in an educational endeavor entailing specific responsibilities of the student is formalized by a "training agreement". The training agreement is developed prior to training station placement. The teacher-coordinator, student, training station sponsor, and the student's parents or guardians all should sign a training agreement.

The training agreement thereby serves as a tool to develop a clear understanding of each party's commitment in the cooperative educational arrangement. Each party should receive a file copy when the student is placed on-the-job. A sample training agreement format is illustrated below.

VIRGINIA COUNTY PUBLIC SCHOOLS
HOME ECONOMICS DEPARTMENT
COOPERATIVE WORK PROGRAMS
TRAINING AGREEMENT

Date_____

Firm_____

Address_____ Phone_____
Street City State Zip

Student's Name_____ Age_____

School_____ Phone_____

Job Title_____ Beginning Wage_____

Total Hours of Employment per Week_____

Immediate Supervisor_____ Title_____

Beginning Date_____

COOPERATIVE TRAINING AGREEMENT

Program Policies

1. The purpose of the cooperative occupational education program is to provide planned, supervised on-the-job experiences corresponding to the occupational goals of the students.

2. While participating in the cooperative work experience program, the student-trainee will retain the status of student. No regular worker is to be displaced.

3. The student is expected to be enrolled in the cooperative related class in addition to the cooperative on-the-job experience. The student will receive two (2) credits toward graduation when he satisfactorily completes the cooperative education program.

4. The coordinator, with the assistance of the employer will determine objectives for training on the job.

5. The coordinator will visit the place of employment periodically to observe the progress of the student and to confer with the employer.

6. Grievances of the employer or the student shall be discussed with the coordinator for consideration and adjustment.

7. The rate of pay for the student shall be within reasonable range of compensation for a beginning employee in the same job. The scale of wage increases and job promotions shall approximate those available to regular employees.

8. The coordinator has the final responsibility for assigning the student's grade since the cooperative program is part of the school curriculum.

Student's Obligation to the School and the Employer

1. PUNCTUALITY - Work schedules are arranged by the employer and the student is expected to report at the given time. The student-trainee is expexted to fulfill the time requirements of the job, regardless of school vacation periods.

2. ATTENDANCE - A student who is not in school on a given day is not expected to work on that day. In this situation, call your high school and notify your place of employment by 9:00 a.m. The student must submit a request for absence from the job, signed by the coordinator, to the employer in advance (at least one week) of any required school commitment that conflicts with working hours.

3. CONDUCT - Personal conduct while participating in the cooperative program shall be the responsibility of the student and shall comply with the policies established by the employer and the high school. Honesty is essential -- the student must perform honest effort for the employer.

4. POSITION - Once employed, the student is expected to remain with that employer throughout the school year. Any action taken by the student leading to job termination must have the coordinator's consent. Termination of the training experience by the student without the approval of the coordinator shall result in the forfeiture of credit for both the cooperative experience and the related class.

5. RECORDS - A record of working hours will be kept by the student and handed to the coordinator at the prescribed time each week.

6. ACADEMIC RESPONSIBILITIES - The student must maintain at least a "C" average.

7. WORKING PERMIT - A student who is a minor must secure a working permit prior to taking any job.

FAILURE to follow through on any of these points may result in REMOVAL from the COOPERATIVE PROGRAM, REPLACEMENT on the job, and/or LOSS OF CREDIT for the cooperative work experience as well as the related class.

The employing establishment involved agrees to place the Occupational Home Economics student on the above-named job for the purpose of assigning work which has instructional value and will assist the coordinator in evaluating the student's progress.

1. REQUIREMENTS - A work permit will be needed for each co-op student who is a minor. The assistance of the employer in checking this requirement is requested.

   The salary paid to the work-training student by the employer will be equal to that paid any beginning part-time employee.

   The work-training student will receive the same consideration given regular employees in relation to safety, health, company regulations, social security, and general working conditions.

   The employer agrees to provide a minimum average of 15 hours of employment per week. However, the maximum work week should not exceed 28 hours.

2. TRIAL PERIOD - A three-week trial or probationary period is allowed to provide opportunity for the student to show evidence of proficiency, aptitude, and suitable work attitudes. If the student meets the employment requirements, the Cooperative Training Agreement for both the employer and the student will be considered established.

3. POSITION - Once a student is accepted on regular status (trial Period completed), no action may be taken to remove the student from the job without advance notice to the school coordinator.

4. STUDENT-TRAINEE PROGRESS REPORT - Each employer will complete this report for each co-op student at the end of each marking period. The appropriate forms will be furnished by the coordinator.

I agree to the statements listed above.

_____ _____

(Signature of Parent or Guardian) (date)

_____ _____

(Signature of Co-op Trainee) (date)

_____ _____

(Signature of Co-op Employer or Representative) (date)

GRADUATE
FOLLOW-UP QUESTIONNAIRE

Name:_____

Job:_____

Employer:_____

Address of Employer:_____

Name of High School Wage-Earning Course Taken:_____

Date of Completion:_____

How do you feel about your job? Please check:

_____ Do you like it? _____ Do not like it? _____ Feel indifferent?

What does your job involve?_____

What do you like best about your job?_____

What do you like least about your job?_____

How did you get your present job?_____

____ By application
____ Through Employment Agency
____ By Interview
___ By examination
___ Other method, explain:

What were your yearly earnings (before deductions)?_____

Are you paid by the hour? ___yes ___no If yes, what is the hourly rate?____

Do you feel that your training in high school helped you in securing your job? ___yes ___no

Do you feel that your training was a good investment? __yes ___no
Definitely:_____

What problems have you encountered in your job that your training did not help you solve?_____

What problems have you encountered in your job that your training helped you solve?_____

What suggestions would you make for improving the training program to meet the requirements of the job?_____

APPENDIX B
HERO

HERO- A Vocational Youth Organization

HERO stands for Home Economics Related Occupations and is the title of the Vocational Youth Organization for students enrolled in occupational home economics courses.

Students who have shown an interest in the jobs and careers related to the profession of home economics may become members of HERO Chapters. Through a program of class learning, chapter activities, and job experience these vocational students encounter many facets of themselves as they look for meaningful, satisfying jobs to compliment their desires, dreams, abilities, and personalities.

The vocational home economics areas to which these students aspire include: food management, production, and services; institution and home management; home furnishing, equipment, and services; and care and guidance of children and the elderly.

HERO Chapters are organized through the school at the local level. Chapter meetings are held during regularly scheduled class sessions enabling all students to participate. The vocational home economics teacher serves as advisor to the local chapter which is also affiliated with both a state and a national organization. HERO Chapter membership continues to grow and is rapidly becoming a strong voice for vocational home economics students.

For further information regarding the establishment of a local HERO Chapter in your school, contact your regional supervisor and/or Future Homemakers of America, National FHA/HERO Headquarters, 2010 Massachusetts Ave. N. W. Washington D. C. 20036. No vocational home economics program is complete without a HERO Chapter.

HERC- A Vocational Youth Organization

HERO stands for Home Economics Related Occupations and is the title of the Vocational Youth Organization for students enrolled in occupational home economics courses.

Students who have shown an interest in the jobs and careers related to the profession of home economics may become members of HERO Chapters. Through a program of class learning, chapter activities, and job experience these vocational students encounter many facets of themselves as they look for meaningful, satisfying jobs to compliment their desires, dreams, abilities, and personalities.

The vocational home economics areas to which these students aspire include: food management, production, and services; institution and home management; home furnishing, equipment, and services; and care and guidance of children and the elderly.

HERO Chapters are organized through the school at the local level. Chapter meetings are held during regularly scheduled class sessions enabling all students to participate. The vocational home economics teacher serves as advisor to the local chapter which is also affiliated with both a state and a national organization. HERO Chapter membership continues to grow and is rapidly becoming a strong voice for vocational home economics students.

For further information regarding the establishment of a local HERO Chapter in your school, contact your regional supervisor and/or Future Homemakers of America, National FHA/HERO Headquarters, 2010 Massachusetts Ave. N. W. Washington D. C. 20036. No vocational home economics program is complete without a HERO Chapter.

APPENDIX C
ADVISORY COMMITTEES

Community Occupational Advisory Committees

The Vocational Education Act of 1976, P. L. 94-482 makes it a requirement for eligibility for funds that local educational agencies utilize advisory committees. Lay advisory groups for occupational home economics provide the necessary bridge between the school and the community work environment. Support for stronger educational programs and job placement of program graduates is increased through effective interaction of occupational representatives and school personnel. The advisory committee is usually a formally organized group appointed by proper authority for a definite term.

PURPOSES OR FUNCTIONS:

Public Law 94-482 requires two functions of each local advisory committee.

1. To provide advice on current job needs, and

2. To provide advice on the relevancy of courses being offered by the local educational agency.

Additional responsibilities for consideration by the local advisory committee include the following:

- Review state curriculum guides and V-TEC Catalogs to select instructional emphasis pertinent to local needs;

- Identify community resources available for program utilization;

- Assist in student evaluation of competency;

- Evaluation of program effectiveness;

- Program support with school administration;

- Assist in curriculum revision.

To fulfill minimal functions, at least three meetings per year, as recommended.

Officers of the committee should include a chairperson, vice-chairperson, and a secretary. These committee officers should be elected at an orgazationa meeting by the committee members. The occupational teacher may serve as secretary or at least provide support assistance by developing and/or reproducing meeting agendas and minutes and coordinating meeting notification. A group of five to nine members is considered desirable. The term of membership of members is usually limited to three years. For further information, refer to the State Publication, Ramey, Walter S., A Guide for the Organization and Operation of Local Advisory Committees for Vocational Education, Richmond: Virginia Commonwealth Univ. and Virginia Department of Education, 1975.

HOW TO MAKE AN AGENDA *

(Suggested Plan)

Before Meetings

1. Notify members at least one week in advance.
2. Agenda should be in their hands at least two days in advance of meeting.
3. Phone members of committee during afternoon of meeting to remind them of meeting. These people are busy and could forget.
4. Length of meeting should be limited to two hours if possible.

At Meetings:

1. Call to order by chair.
2. Secretary read minutes of last meeting.
3. Report of prescribed activities since last meeting.
4. Comments from Chief Administrator.
5. Comments from members of Advisory Committee.
6. Old business from last meeting.
7. New business and plan of action.
8. Adjournment.

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*from Board of Vocational Education and Rehabilitation, Advisory Committees Organization and Use in Vocational and Technical Education, (Bulletin No. 7-470) Springfield: State of Illinois, Division of Vocational and Technical Education, n.d.

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